An Essay

ON THE

BEST SYSTEM

Of Liberal Education,

ADAPTED TO THE GENIUS OF THE GOVERNMENT OF THE UNITED STATES.

COMPREHENDING ALSO,

AN UNIFORM, GENERAL PLAN FOR INSTITUTING AND CONDUCTING PUBLIC SCHOOLS, IN THIS COUNTRY, ON PRINCIPLES OF THE MOST EXTENSIVE UTILITY.

To which is prefixed, an Addreſs to the LEGISLATURE of Maryland on that Subject.

BY THE *Rev.* SAMUEL KNOX, M. A. *Preſident* OF THE *Frederick Academy.*

——PARVIS QUOQUE REBUS MAGNA JUVARI.
HOR.

—BALTIMORE—
Printed by WARNER & HANNA, Harriſon-ſtreet.—1799.

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To the Critics.

THE Author begs leave to inform the Public that in the writing, as well as the publiſhing of the ſubſequent ſentiments on an uniform Plan of National Education, nothing but the moſt ſolicitous deſire to contribute even a mite to the intereſt or ſucceſs of what ſo highly concerns the happineſs and credit of the *United States*, could have induced him to ſubmit his obſervations, on any ſubject, to the eye of the learned and judicious critic, under the many diſadvantages he had to encounter.

WHEN he aſſures SUCH that, in writing, the unremitting labours of profeſſional attendance prevented him from more than a few minutes attention to the ſubject at one time:—And that by the ſame cauſe he has been prevented from ſuperintending the *Preſs*, he truſts the ingenuous and liberal will adopt the following ſentiment of one, whoſe taſte and accuracy in compoſition, have been long eſtimated as the ſtandard of excellence.

——"Non ego paucis
"Offendar maculis quas aut incuria fudit,
"Aut humana parum cavit natura."

HOR.

To the HONOURABLE the LEGISLATORS of the STATE of MARYLAND, for the Seſſion of 1798—the following Obſervations, introductory to an uniform Plan of National Education, are moſt reſpectfully ſubmitted by the Author.

GENTLEMEN,

THE thorough conviction of your being, to the utmoſt extent of your inclinations, as well as of your delegated truſt and power, the zealous patrons of public improvement, is the only apology your addreſſer conceives neceſſary for his preſumption in laying before you the following conſiderations, on the moſt intereſting of all ſubjects to the happineſs of MARYLAND in particular, and that great civil community, of which ſhe forms ſo reſpectable a part, in general.

THERE is no individual in ſociety whom you may not hear ACKNOWLEDGING the great importance of education. Even thoſe who are moſt ignorant of its advantages are heard to expreſs the higheſt encomiums on its ineſtimable value to the ſtate;—to the intereſts of human happineſs ſocial or individual. The learned and unlearned ſeem equally agreed on this ſubject. No party ſpirit

breathes its jealous and peſtilential influence in oppoſition to its general encouragement, patronage and ſupport. This is that ſubject on which, in a peculiar degree, the ſmiles and approbation of heaven may be expected to co-oporate with the exertions of men. Seeing, then, it has obtained, ſo univerſal an approbation in the minds of all, is it not, in ſome reſpects, paradoxical, that all the members of the ſame community do not conſpire in bringing into effect ſome well digeſted plan for organizing and eſtabliſhing that which ſeems to be the common object of their wiſhes; the moſt deſireable attainment for the promotion of public happineſs?

Should this interrogatory obſervation be applied to the STATE, which has choſen you, GENTLEMEN, to be its legiſlators, it will be found that, though much has been done in behalf of PUBLIC EDUCATION;—and tho' many excellent characters among us have lately given ample teſtimony of their liberality, philanthropy and patriotiſm, in contributing to the State-Colleges and other ſeminaries; yet, as it is ſtill too eaſy to obſerve, all that might reaſonably be done in ſo *good a cauſe* has not yet been effected.

In every corner or portion of the ſtate, how

many hundreds of our youth are deprived of the means of any inſtruction ſuitable to the offspring of free and independent citizens? How much ignorance of literature do we every where meet with, even in thoſe whoſe fortune and circumſtances might have enabled them to have ſecured the means of proper improvement?

In a ſtate like this, eſpecially, when conſidered as a diſtinguiſhed department of a great, united, republican government, one or two pompous edifices, and expenſively endowed ſeminaries, may give a partial and oſtenſible dignity to the literary character of our portion of the union; but in truth, without the means of eſtabliſhing and providing proper ſubordinate nurſeries of ſtudents, prepared for entering and attending ſuch dignified ſeminaries, they may tend to abſorb or ſwallow up the greater proportion of public patronage; but cannot, with any truth or propriety, be conſidered as the moſt effectual proviſion for diffuſing the bleſſings of general knowledge or ſcientific improvement throughout the STATE.

Under ſuch a government as ours, and eſpecially in a country where the inhabitants are ſo widely ſcattered over the ſurface of the ſoil, it would, certainly, be moſt ſuitable to have thoſe means of

Education, which are derived from the induſtry and exertions of the people, diſpoſed of in ſuch a manner as would moſt effectually and generally promote the improvement and happineſs of the people. There is no impartial or candid mind can diſſent from this truth. If ſo, it, conſequently, follows that the preſent mode of promoting the intereſts of public education in this ſtate, has not been, with ſufficient efficacy, dictated by the influence of this conſideration.

WERE we to contraſt what has yet been done, in this ſtate, with that of our ſiſter STATES throughout the union, it would be found that though MARYLAND has ſome ſhare of *credit* for her exertions in behalf of public literary improvement; yet ſhe has, by no means, been as generally liberal, in this reſpect, as the progreſſive ſtate of her proſperity; and the dignified ſituation ſhe poſſeſſes, ſhould *dictate*.

IN Pennſylvania, as your addreſſer has been credibly informed, no ſeminary ſubordinate to her univerſity or college, that has looked up to her for her forſtering aid, has been refuſed. In Virginia an excellent act has been paſſed, during the laſt ſeſſion of her ſtate aſſembly, for eſtabliſhing three literary ſchools in each county;—and, conſequently,

for extending the bleſſing of education to thoſe of her citizens who are moſt in want of it.

This ought ever to conſtitute the leading or favourite object of the legiſlature of a free ſtate.

In all ages it has been the policy of thoſe governments that exiſted by the ſlaviſh ignorance of the people, to eſtabliſh one or two ſumptuouſly endowed ſchools for the ſons of fortune and affluence,—the expecting brood of deſpotical ſucceſſion, leaving the canaille; the ignorant herd, to live and die, the *profanum vulgus*, the deſpiſed, enſlaved and ſtupid multitude.

In proportion, then, as our government is ſuperior in its nature and conſtitution; in its principels and practice, to the ſyſtems of thoſe which have been inſtituted for enſlaving the minds, as well as the bodies, of their ignorant vaſſals, ſo ſhould the moſt general means of diffuſing and promoting knowledge, be adopted, patroniſed and ſupported in this and every other portion of the union.

It is not, gentlemen, the object of your addreſſer on this ſubject, to cenſure what has already been done in behalf of education in that ſtate of which you are the legiſlators. What is, or ought to be, of the higheſt importance with all who have any re-

gard for the public good is, to endeavour to call forth a proper attention to the preſent ſtate of literary inſtruction; examine wherein it is defective; and try to point out ſuch means as may have a tendency to render Maryland as reſpectable, in a literary point of view, as the ſituation and other dignified circumſtances in her local and political exiſtence ſhould direct.

THIS it becomes all to conſider as highly eſſential to the beſt intereſts of the community. We ought to be convinced by experience, that no external advantage ariſing from ſituation, intercourſe, or any other ſuperficial means of improvement, can be ſubſtituted for that ſolid inſtruction which the human mind can acquire only by the regular diſcipline of the ſchool; and the well directed labours of literary ſtudy and application. The literary character of our ſtate, it is true, may aſſume the tinſeled outſide of a ſuperficial poliſh; but that dignity of underſtanding; that manlineſs of ſentiment; that elegance of taſte and criticiſm; and that ſcientific illumination, which ought to conſtitute its moſt ſtriking features, we may look for in vain without the public patronage of ſome general, well-digeſted ſyſtem of education.

The Queſtion, then, is, are we, or are we not, in poſſeſſion of ſuch a ſyſtem? No.—The general complaint of the community; as well as a candid enquiry into the ſtate of our public ſchools muſt ſhew, with incontrovertible evidence, that in this reſpect, MARYLAND is inferiour to ſeveral portions of the UNION, whoſe reſources for ſupporting ſuch ſeminaries are not ſuperior to what we poſſeſs.

Such obſervations cannot be juſtly conſidered as derogatory to the credit of the ſtate-college, or any other ſeminary already inſtituted in any part of the ſtate. For, allowing that all the advantages, reaſonably to be expected from the ſtate-college, were fully realized; on the ſuppoſition that, from the reſpectable attention and zeal of its *truſtees*; the abilities of its *profeſſors*, and the excellence of its diſcipline and regulations; it held out the moſt flattering encouragement for the improvement of our youth; ſtill it would be highly prepoſterous, repugnant to its intereſts as well as obnoxious to the genius of our government and the ſpirit of the national conſtitution, to allow it to ſuperſede the neceſſity of patroniſing ſubordinate ſeminaries, or to abſorb all public liberality in ſupport of literary inſtruction.

It would, thus, be repugnant to its own intereſt, in as much as it muſt be on the preparatory nurſeries of ſtudents, throughout the ſtate, that its advancing proſperity and ſucceſs muſt depend,—it would be, thus, repugnant to the genius or ſpirit of our government, in as much as it could not be conſidered as affording equal advantages to all who, equally, contributed to its ſupport.

Were there no more than one or two ſuch ſeminaries or colleges eſtabliſhed in the United States, then might ours attain a dignified conſequence, without much dependence on the particular ſtate by which it was endowed. But, ſince every ſtate in the union has been equally liberal in endowing, or making proper proviſion for, an inſtitution of the ſame nature, the ſupport of each, as well as the ſubjects of its *utility* and improvement, muſt be derived from that ſtate alone to which it belongs.

Hence appears the neceſſity or importance, even with a view to the intereſt of the STATE-COLLEGE, of proper nurſeries, in order to ſupply it with a competent number and conſtant ſucceſſion of ſtudents; as well as for promoting and extending the bleſſings of literary knowledge and improvement, to the general body of the community.

This view of the ſubject is earneſtly recommended to the attention of the legiſlature, and all who have it, in any degree, in their power to become the patrons of ſcientific inſtruction.

On candidly examining into the preſent ſtate of *education* in Maryland, it is impoſſible not to obſerve, and it is done with much regret, that ſome remnant of a former ſpirit of religious prejudice and partiality ſtill prevails. It is true that, agreeably to the ſpirit or genuis of our government, every particular religious denomination has a well founded right to erect ſuch particular, private ſeminaries as they may conſider moſt conſonant with the ſpirit of that particular religious ſyſtem they profeſs. It ſhould, however, become a free and enlightened people, as much as poſſible to ſeparate the purſuits of ſcience and literary knowledge from that narrow reſtriction and contracted influence of peculiar religious opinions; or eccleſiaſtical policies, by which they have been, too long, and too generally obſtructed. Perhaps there is no circumſtance can be brought into view, in the hiſtory of ſcientific improvement, that has more retarded its progreſs, or tended to enſlave the human mind, than that of admitting any combination to exiſt between the intereſts of academical inſtruction; and the, too often, partial inte-

reſts of particular religious bodies. This combination every free republican ſtate ought to break. On its diſſolution the cauſe of *genuine Federaliſm*, as much as the cauſe of ſcience, ultimately depends. Diſregarded in our publicly endowed ſyſtems of education it muſt more or leſs tend to cheriſh thoſe civil broils, national prejudices, and religious feuds and jealouſies that, hitherto, have ſtained the hiſtoric page of the otherwiſe moſt enlightened nations on earth.

Let it, then, be an eſtabliſhed principle in all our patriotic exertions in promoting Academical Inſtruction that, no publicly endowed ſeminary in this ſtate, ſhall ever be characteriſed as the NURSLING; or even diſtinguiſhed by the *appellation* of any particular party of religious profeſſors.

So far would this, however, be from proving inimical to *liberty* of *conſcience* or *religious privilege*, that it would rather be directing them to their own proper and exalted ſphere. It would be freeing from the partial reſtraints of religious ſyſtem that which ought to be uncircumſcribed from all connection with peculiar tenets; or ſuch habits and modes of thinking as have been imbibed without ſtudy or premeditation. As one great object of education ſhould be to inculcate *Independence* of *mind*; and, conſequent-

ly, an averſion to the embracing of any ſpecies of knowledge, moral, phyſical or religious, without examination, and conſequent conviction—So, in order to provide for theſe valuable attainments, every public ſeminary ought to be abſolutely independent of all that would militate againſt theſe important objects. No public literary inſtitution can, then, be ſuited to the genuis of the conſtitution of this ſtate that would tend either to diſſolve, or to eſtabliſh, any peculiar religious principles which may have been impreſſed on the minds of youth by their parents, or the religious inſtructors of that particular ſociety or denomination to which they might belong.

In nations where peculiar ſyſtems of religion are eſtabliſhed, it is with conſiſtency that the clergy of thoſe national churches are generally preferred as the guardians, directors and teachers of their national ſyſtems of Education. But, under our happy conſtitution, the very great variety of religious denominations which, in this reſpect, its diverſified citizens profeſs, muſt render it exceedingly improper, partial and unjuſt.

Besides, it ſhould be conſidered that, ſuch a partial principle muſt be often ruinous in its tendency, by diſcouraging true merit and genius; as well as in exciting and cheriſhing ſuch ſelfiſh prejudices and

invidious jealouſies as public education ought rather to be calculated to eradicate, than encourage or promote.

Let, then, the governor, the legiſlators, and the enlightened ſons of ſcience, whether of the clergy or the laity, of every deſcription or denomination, be the only patrons, directors and guardians of whatever ſeminaries have been, or hereafter may be, publicly patroniſed in the ſtate of Maryland. The peculiar propriety of attending to this conſideration, eſpecially as it regards a *National Univerſity*, has been ſtill farther conſidered and recommended in the ſubſequent eſſay on that part of the ſubject.

Another object of equal magnitude and importance to the ſtate, on the ſubject of education is, the extent of the plan on which it ought to be conducted. With reſpect to this it may be obſerved, in the firſt place, that it is very common to find ſpeculative theories abound where any field for innovation or encouragement preſents itſelf. A ſafe guide in determining the merit or demerit of all ſuch theories may be to examine them by ſuch ſyſtems as have accompliſhed the greateſt proficients in literature that the world hath yet produced. It will be found that ancient or modern times have furniſhed very few in-

deed, who arrived at the zenith of literary merit in all its various departments, by any other plan than a perſevering ſubmiſſion to the well directed diſcipline, and progreſſive improvement of academical inſtruction.*

THOUGH it be true, that ſome who were poſſeſſed of diſtinguiſhed parts and genius may have acquired the moſt comprehenſive literary knowledge, even on a very deficient, or empirical plan of education; yet in ſo important an object to the ſtate as public inſtruction, that which has been well tried and approved by experience ought not to be raſhly abandoned. It is, ſurely, entitled to a decided preference to mere ſpeculative theory.

A remark, too well founded, with regard to the preſent taſte for education, apparently moſt prevalent in this ſtate is, that a very ſuperficial and contracted plan ſeems to be gaining ground. The dictates of intereſt or avarice on the one hand; and the ſoft ſuggeſtions of eaſe, indulgence and voluptuouſneſs, on the other, appear to incline many to abridge, as much as poſſible, that path by which alone youth

* Multa tulit fecitque puer; ſudavit et alſit
Abſtinuit venere et Baccho: qui Pythia cantat
Tibicen, didicit prius, extimuitque magiſtrum.
HOR.

can be conducted to virtue and ſcience. But is it not to be feared that this abridgement may prevent many from ever enjoying theſe eneſtimable acquiſitions? Every thing moſt valuable to the mental or corporeal conſtitution and happineſs of man muſt be the attainment of long, ſteady and perſevering attention.

To the prevalence of a vitiated taſte, in education, oppoſite to this obſervation, it is owing, that claſſical erudition, a few years ſince ſo liberally patroniſed by many in the moſt poliſhed places in Maryland, begins to be exploded.

In the minds of many who conſider themſelves capable of judging on this ſubject, it has been forced to relinquiſh its ſolid and invaluable advantages for a ſmattering in French, and the accompliſhments preparatory for the compting-room. With many it begins to be an object of higher importance to have young maſter initiated in the ſcience of a ſmart or graceful air; and all the little arcana of ſocial pertneſs and confidence, than in the beauties of claſſical elegance; or the having formed a proper taſte for literary and ſcientific accompliſhments. In an enlightened and free ſtate the *Graces* and *Muſes*

ſhould ever go hand in hand. Wherever the former have been honoured with the preference, there we may trace that ſuperficial and tinſeled national character which, in the eye of the ignorant, may aſſume a falſe and temporary ſplendour; but muſt ever appear contemptible in preſence of that ſound and laſting poliſh which a comprehenſive courſe of well directed education can alone confer.

THE former may be decorated with ſuch meretricious charms as may engage the attention of the ſuperficial, or the diſſolute.—The latter commands that reſpect which is laſting; and the more it is examined will be the more eſtimated and admired.

THERE is another miſtake in education into which, there is reaſon to apprehend, ſome even of the moſt enlightened have fallen. Having before them the bright example of ſome tranſcendent genius who, untaught by any habits of literary diſcipline; unacquainted with the forms or ſyſtems of the ſchools, has, by the dictates of his own vigorous mind, directed chiefly to ſome favourite ſtudy, been enabled to attain to a higher ſphere of excellence in ſome departments of ſcientific knowledge, than thoſe who had been trained up in the moſt celebrated nurſeries of ſcholaſtic education, ſuch have been led to conſider

this as derogatory from the merit of Academical Inſtruction. Calculating on one or two inſtances of this kind, they have commenced the enthuſiaſtic vindications of a new ſyſtem or plan of literary education.—Such a plan as would immediately lead the ſcholar into the knowledge or ſtudy of the ſciences, without the uſual attention either to the claſſics and ancient languages ; or even to that elementary preparation, on the due attainment of which the thorough acquiſition of any ſcience muſt depend.

Such theoriſts, however, take but a very partial view of the ſubject. They do not conſider the vaſt difference there is in the natural endowments of the human mind, eſpecially in youth. They do not reflect that the courſe of education ſuited to a great or uncommon genius would be extremely improper for youth in general. They forget that ſome proceed with a rapidity of progreſs that appears directed by ſomething like inſpiration ;—while others are obliged to advance by ſuch ſlow, and almoſt imperceptible ſteps, that their proficiency is ſcarcely apparent ; and whom it is neceſſary to lead, as it were by the hand, examining every inch of the courſe from the ſimpleſt principles to the moſt difficult and abſtruſe.

FROM theſe conſiderations it would certainly appear moſt proper, in eſtabliſhing, or extenſively patroniſing, a liberal ſyſtem of education, that it ſhould be generally adapted to the various natural endowments and genius of thoſe who are to be trained up by its diſcipline.

WHILE ſuch a ſyſtem, inſtead of impoſing reſtraint, ſhould tend to encourage the ardour of extraordinary genius and application, it ſhould, at ſame time, provide for the moſt ſuitable nurture of thoſe of ſlower growth; yet equally riſing to ſome maturity in improvement and knowledge.

MUCH, it is true, on every plan of literary inſtruction, depends on directing genius to the proper object of attainment. But it is certain, that a highly diſtinguiſhed genius will generally find out that ſubject which is moſt adapted to its own powers; and can ſcarcely be confined to any other. It will therefore, in general, riſe ſuperior to that more reſtricting diſcipline which may be abſolutely neceſſary for thoſe of weaker endowments; and, conſequently, proves that a general ſyſtem of education ought rather to be adapted to thoſe whoſe parts may be more properly aſſigned to mediocrity, than to excellence.

SOME are found to have taken up the opinion

that the acquiſition of the Greek and Latin languages; the minutiæ of their grammars; and a well formed taſte for the beauties of the ancient claſſical writers, has a tendency to damp natural genius; pervert its powers and miſapply its attention.* It is, however, to be apprehended that this opinion ariſes chiefly from the cauſe already aſſigned; together with the ill-judged modes on which education of that kind has been too generally conducted;—As alſo from that variety of obſtructions which the ſtudent of general literature is frequently obliged to encounter from the want of proper opportunities of improvement; and not ſeldom from the negligence or indulgence of parents or guardians.

It may ſafely be preſumed, that no extraordinary genius has ever been injured by the acquiſition of any part of knowledge or literature, provided it has been properly conducted or inculcated on the mind. Miſ-directed in its object it may have been; but, amidſt the various departments of literary acquiſition, and that diverſity of ſubjects it opens on the mind, ſuch miſ-direction tends, frequently, to promote the general intereſts of ſcience. It is thus that each ſubject of human knowledge becomes, in

* See Doctor Ruſh's eloquent eulogium on David Rittenhouſe.

its turn, the favourite object of ſtudy and attainment. It may probably prevent an individual from attaining to diſtinguſhed eminence in ſome particular branch or department; yet, admitting a general ſyſtem of education be adopted, true genius will be found to ſelect, and give a preference to that ſubject to which it is beſt adapted, and in which it is moſt likely to become conſpicuous.

SINCE, to a generally enlightened community, it is of importance that every part of human knowledge, whether of the uſeful or ornamental kind, ſhould be patroniſed with the foſtering hand of liberality and care; it would appear to be the moſt promiſing mean to promote this, that the field for intellectual improvement, or the efforts of genius, ſhould be left as wide, and as varigated as poſſible. It is only on ſuch a foundation that it could be calculated to afford ample ſcope and ſuitable diſcipline to the exceedingly diverſified endowments to be found in the mental conſtitution of the youth of a whole ſtate or nation. To this important conſideration on the ſubject, as well as to the more diſtinguſhed walks of ſcience, ſhould the attention be turned in providing, publicly, for the means, but eſpecially, in the direction, of a liberal ſyſtem of literary education.

In certain ſtages or periods of human ſociety, as well as in certain local ſituations, one method of eſtabliſhing the means of public inſtruction may be preferable to another, merely on account of being more peculiarly adapted to that particular period or ſituation in which the ſtate or community may be then placed.

The peculiar circumſtances, and preſent ſituation, of the ſtate of Maryland, with regard to education, as in other reſpects, whether in a ſocial or local point of view, muſt be beſt known to its government and legiſlature. It may, however, be obſerved, that in every new country, ſimilarly circumſtanced, it ſhould be no more than juſt policy, when any plan of public patronage, for promoting public improvement, is contemplated; and to which the people are generally called upon to contribute, that the common intereſt ſhould take the lead.

In providing the means of public education, if this principle prevail, it ought to excite the ſtate legiſlature to attend, particularly, to thoſe who are moſt likely to be deprived of the advantage of ſuch an inſtitution. This view of the ſubject alſo ſtrongly corroborates what has been obſerved in behalf of the propriety of laying the foundation of the ſyſtem,

in the eſtabliſhment of proper or ſuitable introductory ſeminaries, rather than in converting the greater part of the public ſupport to the temporary advancement of one or two ſchools, or colleges.

The higheſt advantage to be derived by the ſtate from theſe muſt be only of a partial nature; and conſequently muſt fall far ſhort of extending the means of proper literary information to the great body of the citizens. But, as has been already obſerved, the intereſt, dignity and importance, as well as the utility or advantage of ſuch ſeminaries muſt depend, in a great degree, on well directed ſubordinate ſchools or academies. In introducing youth to a competent knowledge of the ſciences, it has ever been found neceſſary to proceed from elementary principles. Perhaps, in the eſtabliſhment of a proper ſyſtem of ſchools for the acquiſition of theſe ſciences, a ſimilar method is equally neceſſary.—Let proper initiating ſeminaries be firſt patroniſed and inſtituted; and the neceſſity of liberally ſupporting the ſtate-college or univerſity will not only be obviated, but, in ſome eſſential reſpects, provided for and ſecured.

It is a juſt ſubject for public regret that, for theſe few years paſt, the cauſe of education through-

out this ſtate has not progreſſed equally with its proſperity and riſing proſpects. In ſome of the moſt opulent ſituations, to whatever cauſe it may be owing, the inſtitution of well conducted ſeminaries appears to be leſs attended to than when they had leſs means of being liberal. It is true, ſome laudable attempts have been made by particular religious bodies, which have had a partial ſucceſs; but even ſuppoſing ſuch to be free from the dictates of that deference which all ſuch bodies muſt ever pay to themſelves and whatever is under their direction, it, by no means, can manifeſt any proof of the liberality of our ſtate in patroniſing education, that ſuch particular bodies of her citizens have been moſt zealous and munificient in this reſpect.

The tendency of the influential partiality naturally inſeparable from ſuch bodies, has already been noticed; and is again brought into view, only to enforce the propriety of aſſigning the patronage and eſtabliſhment of public inſtruction only to the province of the higheſt civil or legiſlative authority in the ſtate, as the alone conſtituted guardian of whatever may promote its general proſperity and improvement.

In the profecution of the ſubſequent eſſay, the different ſeminaries calculated to provide for the ſupport of education on a liberal and extenſive plan, it is preſumed, may, with equal propriety, be ſuited to one ſtate, as to many. The equal diſtribution of the means of improvement is, certainly, a moſt deſireable object. Primary or townſhip ſchools; and county academies appear to be beſt calculated for this purpoſe,—and were the minds of the community as well convinced of the importance of an uniform eſtabliſhed ſyſtem of national education as they ought to be, it would not be conſidered an inſurmountable expence to introduce and eſtabliſh ſuch in every county of Maryland.

Could the public mind be fully impreſſed with this truth, that their intereſt, their character, their freedom and their happineſs depend on the ſtate of the education of their youth, ſurely we ſhould witneſs no patriotic exertions more zealouſly or generally called forth; or more munificently ſupported, than a well digeſted ſyſtem of *public education*.

Were ſuch ſchools and academies inſtituted in each county in the ſtate agreeably to the plan laid down in the eſſay, the ſtate-college would ſoon be placed on the moſt reſpectable foundation, at leaſt, with

reſpect to the number of its ſtudents. This ſtate alone would produce as many as might afford full employment to the moſt reſpectable body of profeſſors. It might, probably, require the lapſe of a few years ere ſuch a ſyſtem could be fully compleated; yet if the foundation were well laid either in the inſtitution of primary ſchools or county academies, though its progreſs on account of the other exigencies of the ſtate would be ſlow, it might, by proper attention, be progreſſing to ſtill higher and higher maturity and prefection. Such a foundation moſt of the neighbouring ſtates have already laid; and ſhall MARYLAND that has ever been among the foremoſt in whatever concerned the public happineſs, or intereſt of the union, be among the *laſt* in the divine work of public inſtruction? No—It is on the beſt authority we are warranted in the expectation that this ſubject is about to receive that reſpectable attention to which it ſo juſtly lays claim—that there is none the government or legiſlature have more at heart; and that an improved extenſion of its advantages has been, and now is contemplated.

It has been owing to this information that I have preſumed to addreſs your Honourable Body on this occaſion; and ſhould conſider it as the moſt ſatisfactory circumſtance in my life, ſhould any obſer-

vations drawn from my long profeſſional experience, be well received and have any, even the ſmalleſt tendency, to turn your attention to this moſt important of all ſubjects to the happineſs of any people.

VARIOUS are the conſiderations which ſhould influence you, gentlemen, to an early and effectual attention to this buſineſs.

IT has, in every age, been the genuine characteriſtic of civil liberty, that under its cheriſhing auſpices the moſt general, if not the moſt munificient encouragement has been given to the improvement of the human mind. Perhaps, in the poſſeſſion, and under the happy adminiſtration, even of ſuch a government as that of the UNITED STATES, it would be no bad creterion for trying the various ſenſe of their civil rights and political advantages which may be manifeſted in different local ſituations of the Union, to aſcertain the degree of attention paid to the intereſts of education. Ignorance, more eſpecially literary ignorance, has ever been the parent, and ſtupid nurſe of civil ſlavery—and in proportion as this ignorance prevails, or is diſſipated, ſo are men, in every ſituation, more or leſs diſpoſed to ſupport the intereſts of civil liberty, or political happineſs. Hence it has happened, and ever will

happen, that deſpots either in religion or in politics have uniformly ſought to maintain their tyrannical ſyſtems over the minds of men, by keeping thoſe minds in the gloom of a ſtupid, uninformed ſtate of ignorance and inſenſibility.

WHEREVER we have an opportunity of obſerving any ſtate, legiſlature or commonwealth; or even, any diſtinguiſhed characters, unſolicitous about the means of diſſeminating public inſtruction; there, we may be aſſured, the principles of deſpotiſm, and ambitious encroachment, have taken root.

IN this place, I cannot reſiſt the ſuggeſtion that, from this view of the ſubject, preſents itſelf to my mind, of the propriety and juſtice of obſerving that, throughout the hiſtory of that public, and moſt illuſtrious living character which America, or the world can now boaſt, there has been no trait or feature in it that has afforded a more convincing proof of his pure regard for civil liberty; and its laſting or immortal exiſtence among his fellow-citizens, than his uniform patronage and liberal encouragement of public education.

To the mind whoſe higheſt, and moſt exquiſite enjoyment is conſtituted by the proſpect of the ameliorating ſtate of the improvement and happineſs of

his country and the human race—The laurels of the HERO, or the triumphs of the Warrior are but ſecondary recommendations amidſt thoſe noble and diſintereſted exertions which a WASHINGTON has propoſed, ſupported and recommended to his country for the eſtabliſhment of national literature and ſcience.

In the eye of philoſophy—in the eye of all the excellent ones of the earth, theſe teſtimonies of a pure, uncorrupted ſpirit of patriotiſm and republican virtue will live to breathe their fragrant influence over the memory of that truly *great man*, when the trophies of the field, together with the monument that recorded them, thro' the lapſe of ages, ſhall have loſt their luſtre; or become the mouldering victims of natural diſſolution.

The illuſtrious example of ſuch a character is one of the greateſt bleſſings heaven can beſtow on any people, more eſpecially in the infantine ſtate of their national government. Is it not then ſeriouſly to be regretted that this moſt amiable part of ſuch an example and ſuch a character ſhould be the leaſt honoured, applauded or imitated by a free and enlightened people? Is it not a too manifeſt proof that the predominant principle in our public or na-

tional taſte; as well as in our civil policy, has not been always directed to its moſt excellent or praiſe-worthy object? Does it not afford an undeniable evidence, that there exiſt other objects more influential in calling forth national munificence and patriotic exertions than the intereſts of intellectual improvement and the general diffuſion of knowledge.

By ſome it may be conſidered as indulging too much in Eutopian ideas, to look for ſuch perfection in any ſtate as that which would influence it to conſider no poſſible neceſſity under which it may be laid, either in peace or war, more powerful or energetic in its operation than the claims on that national munificence which would provide for the liberal and judicious eſtabliſhment of the *general means* of intellectual improvement.

There appears, however, to be no abſolute or natural impoſſibility in providing for ſuch means, ſo as to prevent ſuch public zeal and ſpirit being called forth in the cauſe of virtue, knowledge and happineſs. No free country, ſurely, ought to deſpair of ſeeing the exiſtence of ſuch a national ſpirit; and much leſs ſhould it be negligent in exciting and calling it forth on all proper occaſions. That this is a ſtate which yet exiſts among us only in the flattering

regions of hope,—That it is a ſtate to which we are not ſufficiently ambitious to attain, were there not other proofs every where exhibited, the manner in which the ſubject of inſtituting a *National Univerſity* paſſed through the great legiſlative council of the nation, may abundantly teſtify.

Is it to the honour of the freeſt country on earth —of the vindicators of that national independence which never could have originated, much leſs exiſted, but from the enlightened independence of the public mind, that the wiſdom, philanthropy and patriotiſm of that man, "*Who Unites all Hearts*," has never been treated even with the appearance of diſreſpect, ſave in his liberal endeavours to cheriſh into maturity and perfection the all important object of an uniform national education?

But to return to what is more particularly applicable to the ſtate of education in Maryland,—Some conſiderations ſtill remain which may merit the attention of her legiſlators.

In the firſt place,—It might be uſeful if the legiſlature would, periodically, at the end of every two years, adopt ſome method of enquiring into the ſtate of ſuch ſeminaries as are already inſtituted—either by ſome perſon appointed to inſpect them, or

by a returned report from their truſtees or viſitors, which report ſhould be publiſhed for the inſpection of the ſtate.

SUCH a meaſure would be ſalutary on many accounts. The legiſlature would thus aſcertain in what reſpects they chiefly required their patronage or aid; and conſequently be prepared for ſupplying them in what they were deficient; or encouraging them if liberally founded and conducted.

A proper inveſtigation ſhould alſo be made into the ſtate of literary education in each diſtrict or county, in order to aſcertain where it might be moſt proper to form ſome inſtitutions, provided no *general ſyſtem* could be yet adopted over all the ſtate.

IT is highly worthy of the moſt mature deliberation of the legiſlature whether it would not be better to diſpoſe of whatever pecuniary aids or endowments they are enabled to grant in affixing certain ſalaries for teachers or profeſſors of approved merit in ſuch ſituations as required them, than to expend thoſe grants in providing buildings and accommodations. It is preſumed that the adjoining inhabitants of the townſhip or county might provide a proper houſe ſuited to their circumſtances or reſources; and that

it would be found to terminate highly to the intereſt of education, if the legiſlature would confer their grants on ſuch teachers, *and ſuch only*, as ſhould be certified to have merited them by perſevering uſefulneſs in their profeſſion.

WITHOUT attending to this, conſiderable ſums may be expended by the ſtate in erecting proper buildings for ſchools and academies, and afterwards theſe remain as uſeleſs piles for want of proper teachers to occupy them. But were certain, fixed ſalaries to be paid by the legiſlature, tutors of approved merit would be eaſily procured; and there are few ſituations in the ſtate where they would not be able to raiſe a ſuitable houſe for the education of their children, ſo being they had, afterwards, ſome public aid and encouragement in procuring and ſupporting a tutor of abilities and reputation.

IT is not to be inferred from what has been here obſerved, that the legiſlature ſhould provide an adequate ſalary or ſupport for the teacher or teachers in each of the county ſeminaries, or primary ſchools. It is contemplated, that ſuch a ſum only, ſhould be granted by the aſſembly as, together with a moderate price for the annual tuition of each ſtudent, would enable the county or townſhip to pro-

cure and employ inſtructors of the firſt reputation. This, the legiſlature may aſſure themſelves, is an object of the higheſt moment to the intereſts of public inſtruction.— Even ſuperior to the providing of ſuitable buildings and accomodations, however conveniently ſituated; or judiciouſly and liberally deſigned or executed.

It too often happens that tutors or profeſſors are not only approved by prejudice, intereſt, or caprice; but alſo corrupted by placing their emolument on ſuch a foundation, as to render them, in a great meaſure, independent of their profeſſional induſtry and exertions. Every inſtitution ſo circumſtanced, with reſpect to its profeſſors, is defective. But a moderate patronage from the public, ſo as not to place the teachers independent on profeſſional character would have a happy effect. It would releive their minds from thoſe anxieties which ariſe from pecuniary embarraſſment; and at the ſame time, could afford no effectual check to application and diligence.

In order to reduce theſe obſervations to ſome more practicable form, it may be neceſſary at preſent to add only the following particulars.

Should the legiſlature find themſelves enabled

to afford general and effectual aid, let, in the firſt place, ſome ſuitable annual ſalary be offered to each county or diſtrict *that may have certified to them*, that they have erected a proper building for a county ſchool or academy, ſhould the aſſembly think ſuch ſeminaries ſufficient for the preſent—or if they prefer two or three townſhip ſchools in each county, a ſuitable ſalary for the teachers of thoſe ſchools. It would, however, be proper that the legiſlature ſhould require from thoſe to whom they made ſuch grants, that they ſhould provide thoſe buildings, whether for a county academy, or townſhip ſchools, on a plan to be directed by the committee of the aſſembly on the ſubject of education.

When it has been *certified* to the legiſlature, that ſuch houſes or buildings have been compleated, agreeably to their act for that purpoſe,—let a competent number of truſtees or viſitors be incorporated by act of aſſembly for each of thoſe academies, or ſchools. The buſineſs of thoſe viſitors ſhould be to ſuperintend diligently and regularly the conduct and progreſs of the inſtitution;—and to be the receivers of the annual ſalary from the legiſlature in behalf of ſuch tutors or maſters, and ſuch only, as under their particular inſpection had

ſteadily, ably and faithfully diſcharged the important truſt repoſed in them.

It ſhould alſo be provided by the ſame act, that the maſter or rector of the county academy be, ex officio, a truſtee during incumbency,—and it would be found no leſs neceſſary, if *practicable*, that the aſſembly ſhould require ſome penal reſponſibility from all ſuch truſtees or viſitors, when found deficient in ſo important and ſacred a truſt, through careleſſneſs or neglect.

To enſure ſucceſs and proſperity to any general plan, the public mind ought to be prepared for its favourable reception; otherwiſe, however correct in theory, difficulties will embarraſs its advancement. Heretofore any attempts at ſuch a plan have failed; owing probably to a wiſh of having ſuch a ſyſtem as would diffuſe the ſame advantages to all the counties in the ſtate at the ſame time, even though few of them had diſcovered an equally laudable zeal to be among the firſt in promoting the intereſt of literature. It muſt ſurely be the duty of every enlightened legiſlature to cheriſh and call forth the emulation of the public to whatever may promote the happineſs of the ſtate. On this principle, then, ſhould the aſſembly patroniſe ſuch ſeminaries as have been already eſtab-

liſhed; and commit themſelves by a public notification that whenever the inhabitants of any county ſhould erect ſuitable buildings for a ſchool or academy, on a liberal foundation, the government ſhould lend the public aid to the promotion of its proſperity and ſupport. This could not fail to excite a ſpirit of emulation among the literary of each county, and the ſtate might ſoon have the happineſs of ſeeing education generally encouraged without any of thoſe murmurs which are commonly the conſequence of compulſory plans.

Should it ſtill be aſked, why ought one county to draw money, through the medium of patronage, from the public treaſury in preference to another? On this principle it might be juſtly replied, in order that they, too, ſhould be entitled to all the advantages of the ſame preference as ſoon as it had been merited by ſimilar liberality and exertions.

In the eſtabliſhment of any ſyſtem for the public good, it muſt partake of ſome ſhare of culpability not to provide, as far as poſſible, for that which may prove a reparation to the greateſt deficiency. To this it is hoped the legiſlature ſo ſoon as they take up this ſubject, will pay that attention which it merits. For this reaſon it has been here repeatedly

urged as of the firſt importance. To ſuch as allow themſelves to examine into the preſent ſtate of education in Maryland, I think there hardly can exiſt a doubt, but that the great deſideratum is, the procuring of a competent number of well qualified inſtructors. As already obſerved, there are few, if any, counties in the ſtate incompetent to the expence of erecting ſuitable buildings, provided they are once properly impreſſed with the advantage and neceſſity of ſuch inſtitutions—But a powerful encentive to this impreſſion would certainly be the aid of the legiſlature in procuring, encouraging and ſupporting well qualified teachers. The mere fame or reputation of ſuch liberality in our legiſlature would induce profeſſors of reputation to reſort to Maryland as the literary patroneſs of ſcience, virtue and talents.

Should the legiſlature prefer offering their ſupport on ſuch voluntary terms to the ſeveral counties that ſhould apply for it, it is preſumed that proper and ſeaſonable aid afforded to the forward, together with the manifeſt advantages derived from it, might more effectually operate in exciting ſuch as were tardy in the buſineſs, than any pecuniary grant confered previous to their being fully impreſſed with the neceſſity or importance of ſuch an inſtitution,

ſo as to make, in its behalf, equally liberal exertions with their neighbours.

It might be enjoined on the juſtices of the ſeveral county courts, where any endowed ſchool or ſeminary was eſtabliſhed, to give in charge to the grand jury ſuch parts of that law which impoſed a penalty on any perſon or perſons who refuſed or neglected to purſue the directions of the ſame; and that highly important truſt, for the faithful execution of which they had been incorporated.

The legiſlature muſt be beſt able to judge whether it be moſt ſuitable to the genius of the conſtitution of the ſtate, and its preſent circumſtances, in every point of view, to diſpoſe of any contemplated aid on the above voluntary terms on the part of the different counties; or to provide for an eſtabliſhment by an obligatory act upon all.

It appears, that the aſſembly of the ſtate of Virginia, by their late proviſionary act, in behalf of public *education*, have not left it to the option of the counties to erect the proper buildings for carrying their plan into effect. Each county is thereby obligated to have them prepared in a given time.

Though there be every reaſon to believe that the general body of the citizens of this ſtate, may

be as ſenſibly impreſſed with the neceſſity and importance of ſome public exertions being made by them in behalf of education, as thoſe of any other part of the Union; yet it is obvious, that obligatory acts are two often neceſſary, in order to provide againſt that procraſtinating diſpoſition, which frequently retards many from exerting themſelves, in behalf even of that which they may have much at *heart*.

LEGISLATIVE aid, on this plan, whether the county academies, or the primary ſchools be, firſt, preferred, would not interfere, or be inconſiſtent with, the ſyſtem of public education laid down in the ſubſequent eſſay, ſhould it or any ſimilar uniform national inſtitution be, at a more favourable future period, eſtabliſhed by the UNITED STATES.

THERE is, indeed, but too little ground for being ſo ſanguine as to expect ſuch a ſyſtem can completely be adopted before we arrive at a more general, as well as more advanced ſtage of progreſſive improvement than we can boaſt at preſent. Any ~~academies~~ advances, however, towards it, ſhould be conſidered not only highly conducive to the honour, intereſt and happineſs of this or any particular ſtate

that patroniſed them; but alſo to the general welfare and proſperity of the union.

Such, Gentlemen, are the few introductory obſervations I have preſumed, with due deference, to lay before your honourable body in particular, and the public in general,--Though conſciouſneſs of their great imperfection and deficiency ſhould, perhaps, have dictated the prudence and propriety of leaving a ſubject of ſo much importance to greater and more reſpectable abilities; yet, in a cauſe like this, I truſt even a mite will be well received;—As it is conceived to be the duty of every man who is in poſſeſſion of even a mite, to pay it into the public ſtock of information on whatever concerns the advancement of the proſperity or improvement of that community in which he exiſts.

It has not been attempted, either in this addreſs, or the ſubſequent eſſay, to introduce any lengthened declamation on the paſt, preſent or future advantages of public education to any community. This, it is true, might have preſented a more ſpacious and flowery field. Had it been the deſign of the writer to dwell upon ſuch views of the ſubject it might, it is true, have exhibited ſcenes that would have entertained thoſe who read from no

other motive than the momentary enjoyment of gratifying their fancy or their taſte. Such muſt be highly diſappointed, then, who have expected any ſuch amuſement amidſt the dry arrangement of didactic ſyſtems.

To you, Gentlemen, and the enlightened part of the public, this might juſtly have been conceived as little ſuperior to a ſpecies of inſult. To have dwelt on the national advantages of national education, in the preſent enlightened age of the world, would appear like an eulogium on the benefits of the light of the ſun to the ſolar ſyſtem. It would only be recalling to your view and memory all the moſt eloquent and ſplendid encomiums of the ableſt writers, moſt ſublime geniuſes, and enlightened philoſophers who have diffuſed the rays of literary illumination over the ancient or modern world.

In the preſent eventful period in the hiſtory of governments and nations; while, on the one hand, powerful combinations have been formed to lay the axe to the root of the tree of *civil liberty*, by its old and hereditary enemies;—and on the other, while ſome of thoſe revolutionary nations who avowed themſelves its champions and advocates, in behalf of themſelves and others, appear to be aſſum-

ing it, only as a cloak for encroachment, plunder and ſelf aggrandizement;—while the free and independent genius of our government has been, alternately, threatened by thoſe convulſive aſſailants;—Be it the glory of the legiſlators of Maryland, and united Columbia, to be equally employed in defending her againſt the menacing ſhafts of foreign deſpotiſm or wild ambition;—and in patroniſing whatever internal regulations or diſcipline may be conducive to the improvement, proſperity, happineſs and ſecurity of all her citizens.

UNDER the direction and all-powerful protection of that BEING, who is the ineffable fource of all knowledge, excellence and happineſs, attainable by man, in the preſent progreſſive ſtage of his improvement, that all your deliberations, in that exemplary ſphere to which they have been raiſed, may tend to promote all that can render your country highly dignified amidſt the moſt free, happy and enlightened nations of the earth, is, Gentlemen, the ſincere and fervent prayer of your moſt devoted, moſt obedient, and very humble

Servant,

SAMUEL KNOX.

Frederick-town,
Nov. 30th 1798.

ADVERTISEMENT.

THE American Philoſophical Society offered laſt year, among other premiums, one of an hundred dollars "for the beſt Syſtem of liberal Education and literary inſtruction, adapted to the genius of the Government of the United States; comprehending alſo a plan for inſtituting and conducting public ſchools in this country, on principles of the moſt extenſive utility"—They reſerved to themſelves, however, the right of giving, in all caſes, ſuch part only of any premium propoſed, as the performance ſhould be adjudged to deſerve; or of withholding the whole, if it ſhould appear to have no merit above what may have been before publiſhed on the ſubject. But candidates were aſſured that the Society would always judge liberally of their ſeveral claims.

VARIOUS communications having, in conſequence, been received, the Society, at a ſtated meeting, held on the 15th of December, 1797, proceeded to the adjudication of the premium. Although none of the Syſtems of Education then under review appeared to them ſo well adapted to the preſent ſtate of Society in this country, as could be wiſhed; yet conſidering the ſuperior merit of two of the performances, the one entitled, "An Eſſay on Education;" the other, "Remarks on Education: Illuſtrating the cloſe connection between Virtue and wiſdom: To which is annexed, a ſyſtem of liberal Education;" the Society adjudged to each of the authors a premium of 50 dollars, and ordered the Eſſays to be publiſhed. On opening the ſealed letters accompanying theſe performances, it appeared that the former was written by the REV. SAMUEL KNOX, *of Bladenſburg, Maryland*; and the latter by SAMUEL H. SMITH *of Philadelphia.*

Extract from the minutes.

JONATHAN WILLIAMS,

One of the Secretaries.

Philadelphia, December 15th, 1797.

To the attention of the AMERICAN PHILOSOPHICAL SOCIETY, the enlightened, impartial and patriotic patrons of literature and ſcience, the following eſſaẏ is moſt reſpectfully ſubmitted—founding its chief claim to their notice, not on any ſection or part of it, ſeparately conſidered, but on the whole as an entire, general, uniform, national plan—accomodated not only to future improvement in the ſciences, but alſo preſerving what hath already been ſo liberally done in behalf of public education by the UNITED STATES of AMERICA,

Eſſay on Education.

Section Firſt.

——— Fuerit argumentum, quod in pueris elucet ſpes plurimorum: quæ cum emoritur ætate, manifeſtum eſt non naturam defeciſſe, ſed curam. ———

Quint. Inſt.

EDUCATION is the training up of the human mind by the acquiſition of ſciences calculated to extend its knowledge and promote its improvement. According to the attention paid to it, and the plan on which it is conducted, it becomes more or leſs uſeful to ſociety, but ſeldom fails to improve and elevate the powers of the mind above their natural ſtate.

THOUGH we have been eminently endowed by the great Author of our exiſtence with a ſtructure of body and ſoul ſuperior to all other animals; yet experience evidently manifeſts that, without the aid

of education, communicated by ſome means or other, mankind, inſtead of improving their mental faculties, too ſoon degenerate to a ſtate of deplorable ignorance; and evidently below that degree of dignity aſſigned them in the ſcale of exiſtence, amidſt the works of God.

For a confirmation of this truth, were any neceſſary, we have only to obſerve the uninſtructed conduct of human life where groſs ignorance and barbariſm prevail. As the diamond in the mine contracts an incruſtation of droſs; ſo doth the mind of man, when unenlightened by inſtruction, or arts of refinement. It would require conſiderable progreſs in education, to be able even to deſcribe the difference between the mind of an Eſquimaux Indian and the late Benjamin Franklin's; or between that of an Hottentot and Sir Iſaac Newton's.

It may not require, however, much explanation to delineate its advantages to mankind in general; the moſt ignorant are in ſome degree ſenſible of theſe, and are often heard to regret the want of means of education or improvement.

The nature of our conſtitution of mind appears to be ſuch, that our progreſs in knowledge or ſcience depends, in a great meaſure, on our ex-

ertions for that purpoſe. Our improvement commences when the firſt principles of education are impreſſed upon the mind; and the progreſſive proficiency we make affords the moſt refined happineſs we can poſſibly enjoy in our preſent ſtate. The neceſſary application and induſtry which a proper courſe of education requires are no diminution of this happineſs, more eſpecially when we conſider that the degree of our knowledge and literary acquiſitions ſo much depends on diligence and exertion.

From conſidering the various faculties of the human mind, it would appear that its great author had formed it for a progreſſive courſe of improvement. Even in the infantine ſtate curioſity prompts, and that earneſtly, to inquiry and knowledge.—The external ſenſes are ſo many inlets to the treaſures of the mind; and are in every reſpect ſuited, to its moſt ardent reſearches, its moſt induſtrious application.

The ſeveral faculties of the mind, apprehenſion, perception, reaſon, judgment and memory, are all envigorated and improved by exerciſe. Indeed it is only by habits of application and exertion that their ſtrength or value can be rendered

eminently conſpicuous or ſerviceable. Such education or diſcipline as may be moſt conducive to this effect ſhould be moſt highly eſteemed and diligently cultivated. To neglect the cultivation of theſe powers, is to neglect what conſtitutes man's higheſt dignity; and to enlarge or impower them is to promote not only his beſt intereſts, but alſo his higheſt happineſs as a rational and intelligent being.

On the ſubject of literary improvement the enlargement of the powers of the mind is often too little regarded as an object of importance. The acquiſition of a few uſeful or ornamental arts and ſciences is conſidered as indiſpenſible; while at the ſame time little account is made, by many, of the high advantage the mind receives, from enlarging the ſtock of its ideas; from acquiring habits of attention, and being conſtantly exerciſed in invention, reaſoning, memory and reflection.

It is then the deſign of a liberal courſe of education to call forth all the latent powers of the human mind, to give exertion to natural genius, to direct the powers of taſte and criticiſm, and to refine and poliſh, as well as to exerciſe, ſtrenghten and direct, the whole œconomy of the mental ſyſtem.

But the various operations of the mind, however well arranged, combined and directed, would loſe the moſt important part of their efficacy or utility, but for the organs and powers of expreſſion, by which they are communicated; and by which they, reciprocally, receive and convey additional augmentations of knowledge through various channels of information.

Hence the importance of ſtudying language, not only as it is the great bond of human ſociety, but more eſpecially as the vehicle of inſtruction and mutual communication.

Had there never been more than one uniform language among men, it might poſſibly have much facilitated the means of acquiring knowledge; yet it may be doubted whether in that caſe the ſtock of human knowledge would have been as extenſive as it is at preſent. It is true that were the attention confined to one language, it would acquire a more compleat knowledge of it than of one derived from a plurality of languages; but it may be readily conceived that the copiouſneſs of any modern language has been owing to a diverſity of languages and conſequently the more comprehenſive, copious and enriched any language hath become, ſo much the

better is its acquiſition calculated to enlarge our ſtock of ideas, and our knowledge of various kinds.

As an introduction to the arts and ſciences the moſt approved literary diſcipline hath preſcribed, with great propriety, an early attention to the grammatical and critical knowledge of thoſe languages to which the vernacular is moſt indebted, and in which alſo the moſt renowned philoſophers, hiſtorians, poets and men of letters, have written and recorded the fruits of their ſtudies.

An attention to the proper acquiſition even of any one language is of itſelf no inconſiderable courſe of progreſſive improvement in knowledge, and during the years of childhood is, certainly, the beſt ſyſtem of literary inſtruction, whether we view it with reſpect to the enlargement of the mental powers, or the attainment of ſuch knowledge as is ſuited to the tender age, that could poſſibly be cultivated.

During the childhood of life the faculties of the mind have not attained ſufficient vigour or maturity for the acquiſition of the higher departments of literature, or a cloſe inveſtigation of the more abſtruſe ſciences. During this period, therefore, the ſtudy of ſpeech or language is not only the beſt ſuit-

ed to this ſtate; but is alſo moſt proper as a preparation for ſcientific improvement.

The ſtudy and thorough knowledge of the native language ought to be the leading conſideration; and to thoſe whoſe views or profeſſions are not to be dependent on the higheſt degree of literary eruditi-on, that language well acquired may ſerve every neceſſary purpoſe.

But without a proper knowledge of the learned languages, from which ſo conſiderable a ſhare of ours is derived, it is impoſſible it can be acquired in the higheſt degree of perfection. The mere comparing or contraſting of two languages together muſt afford conſiderable improvement to the mind. But the chief advantage, perhaps, which it derives therefrom, conſiſts in the exerciſe of its various powers in tranſlating from one language to another, and conſequently in ſelecting and applying the moſt proper and ſuitable words and phraſes for expreſſing the meaning or ſpirit of the author. Taſte, memory and reflection are all employed in this exerciſe, which from its nature cannot fail, if properly directed, to acquire the moſt general and extenſive knowledge of the language.

It is a hackneyed argument by many againſt a

claſſical education, that all the authors in the dead languages, of any eminence, have been tranſlated into Engliſh, and conſequently that the ſcholar's time has been ill applied in tranſlating what has been already done to his hand. Such, however muſt neither have attended to theſe conſiderations, nor duly weighed the advantages which the tender mind receives by ſuch exerciſes, as well with regard to things as words, and that too at an age not well adapted to more arduous literary ſtudies.

INDEED in the very pronunciation and phraſeology of our language the ingenious mind, prone to literary acquiſitions and reſearches, could not be ſatisfied without ſome knowledge of the original languages. Let a youth, never introduced to any knowledge of Latin, be aſked, why his collection of books is ſtyled a *library*? and the anſwer, it is preſumed, will amply juſtify this obſervation.

CONSIDERATIONS, however, of much higher importance may manifeſt the impropriety of excluding the ſtudy of the Latin and Greek languages from a ſyſtem of liberal and polite education. It is only from the ſtudy of theſe and other languages that the improvement of our own language can be promoted by attending to the principles of univerſal

grammar; and the conſequent enlargement of the mind from ſuch literary views.

In painting and ſtatuary, it has been conſidered an advantage of the higheſt conſequence with all thoſe who have a view to excellence to have ſtudied the moſt exquiſite models of the ancient ſchools. In the ſtructure and various compoſitions in our language, muſt it not alſo be equally advantageous and important to have laid before us the moſt finiſhed productions of antiquity, whether of rhetoricians, and orators, or philoſophers, hiſtorians and poets? From this view then it is not merely language that is to be taken into account; but alſo the various information the mind receives; and the refinement of our powers of taſte and criticiſm in every various ſpecies of compoſition.

A mind exerciſed and improved by ſuch learning muſt be much better qualified and prepared for the ſtudy of the arts and ſciences than that whoſe powers have never been called forth by habits of exertion, or ſtrengthened by aſſiduity and application. As moſt of the ſciences and eſpecially their elements were originally written in the Greek or Roman languages, it muſt certainly tend to aſſiſt and enlighten

the mind of the learner to be acquainted radically with the technical terms of that art; or the principles of that ſcience which is the ſubject of his ſtudy.

Could the indulgence of parents permit them to confine the attention of youth at an age ſufficiently early, there could not be ſo much objection made as there commonly is againſt the acquiſition of the Greek and Latin claſſics.

In many parts of this country, owing either to want of proper ſeminaries of inſtruction; to the miſtaken fond indulgence of parents; or to both, youth have the greateſt part of their education to acquire when it ought to be nearly compleated. Under ſuch circumſtances little ſolid improvement of any kind can be gained. A few uſeful gleanings may be collected from the fields of ſcience; but the great and important purpoſes of a liberal and extenſive courſe of education muſt, in a great meaſure, be defeated. Indeed nothing can be more hoſtile in any country to the intereſts of the education of youth than the pampered treatment and imprudent fondneſs of luxurious and indulgent parents. A public, patriotic or general ſenſe of the importance of education may lead to the eſtabliſhment of proper ſeminaries, and ſuggeſt plans or ſyſtems of inſtruc-

tion; but unleſs theſe laudable inſtitutions be ſeconded by the wiſe and well directed authority of parents and guardians, much of their real and general advantage muſt be loſt to the community.

Section Second.

ON THE QUESTION, WHETHER PUBLIC BE PREFERABLE TO PRIVATE EDUCATION.

———Mens in secretis aut languescit; aut contra tumescit inani persuasione———

Quint. Inſt.

CONVINCED of the great advantage and importance of education, in proportion as any nation or ſociety, of which we have any knowledge from hiſtorical records, improved in the arts of civilization and refinement, ſo have they been forward in encouraging and patroniſing ſeminaries of learning and ſyſtems of literary inſtruction. The enlightened part of the ancient world were no leſs ſenſible of the great advantages of public education, than thoſe of the ſame deſcription in the modern. And though they ſometimes encouraged private tuition; yet we find from the reputation of the famous academy at Athens, that public education was moſt approved,

Many are the illuſtrious characters of antiquity that bear witneſs to the truth of this obſervation. Moſt of thoſe, indeed, who, at any period of the world, have made a figure in literature, acquired their knowledge under the direction of ſome academical inſtitution. The juſtly celebrated Cicero, was ſo conſcious of the advantage to be acquired at Athens, that he ſent his ſon there to compleat his ſtudies; though it is probable, that, at that time, Rome was not deficient in the means of private literary inſtruction.

In modern times, alſo, we find few of thoſe who have diſtinguiſhed themſelves in the higher walks of ſcience, but have been educated on ſome ſimilar plan. Indeed, the ſuperior advantages of academical education are ſufficiently obvious. As they bid faireſt for being furniſhed with tutors or profeſſors of the moſt general approved merit; and in whoſe abilities and character the greateſt confidence may be repoſed; they, thus, prevent the ſtudent from being expoſed to the pedantic caprice of any tutor, whom chance, favour or neceſſity may have thrown in his way.

In ſuch inſtitutions, alſo, the means and apparatus for acquiring a competent knowledge of the arts and ſciences, may be ſuppoſed to be more liberal and

extenſive, than could be expected, or indeed obtained in a domeſtic or private ſituation.

EDUCATION would diffuſe its happy influence to a very contracted extent, indeed, were there no public ſchools or univerſities eſtabliſhed by national or public encouragement.

INDEPENDENT of theſe important conſiderations, *emulation*, which hath ſo powerful an influence on the human mind, eſpecially in the ſeaſon of youth, would loſe its effects in promoting improvement, and the love of excellence, on any other plan than that of the academical. Indeed this conſideration alone ought to be ſufficiently deciſive in its favour.

LOVE of excellence predominates in every uncorrupted youthful breaſt; and where this principle is under the conduct of impartial and ſkilful directors, it is obſerved to have the happieſt effects in promoting that intenſity of application and perſevering induſtry, which the more abſtruſe and arduous departments of ſcience neceſſarily require.

GRANTING that ſomething reſembling emulation may be excited even on a private plan of education, yet it is manifeſt that the great variety of

abilities and genius which the univerſity or academy exhibits muſt afford a much greater field for competition; as well as ſuch public and flattering proſpects of reward as are the principal incitements to a laudable emulation and love of excellence.

It is commonly obſerved, and perhaps, with ſome ſhare of juſtice, that the man of the world has, in many reſpects, the advantage of the mere ſcholar; and that though a long and cloſe attention to books and ſtudy may render him maſter of arts and ſciences; yet he may ſtill remain ignorant of many accompliſhments, without which it is ſcarce poſſible to paſs through the world with ſafety, ſatisfaction or advantage. This is obviouſly the effect of the ſcholar's having his mind or ideas habitually applied to the ſame objects; and it is undeniable that this conſequence of a cloſe application to literary acquiſition may be much more effectually checked or prevented by a courſe of public, than private education. That diverſity of character and variety of manners and conduct, together with other obſervations, which the former affords, tends, in a high degree, to wear off that ſtudious and aukward air which is apt to be rather confirmed than diminiſhed by the latter.

ANOTHER argument in favour of an academical education is, that ſuch as are tutored in private are apt to form too high an opinion of their own attainments or abilities. Owing to the want of an opportunity of obſerving the abilities or exertions of others, it is eaſy to conceive that ſuch may moſt probably be the conſequence of that mode of inſtruction. It is but juſt to obſerve that to this cauſe we way aſſign that arrogance, pedantry, dogmatiſm and conceit that too often diſgrace the ſcholar, who, without rivalſhip or competition, hath been accuſtomed to liſten only to his own praiſe.

THE academic ſchool has, alſo, the peculiar means of affording youth an opportunity of forming ſuch friendſhips and connections as often in a literary and intereſted view contribute eminently to their future proſperity and happineſs. In that ſeaſon, the youthful breaſt glowing with every generous, friendly and benevolent feeling is generally moſt attached to thoſe who diſcover the ſame amiable qualities and diſpoſition. Hence friendſhips have been formed and cemented, which no circumſtance or accident, during their future lives, could intirely diſſolve. The ſtory of the two Weſminſter ſcholars, in the civil war between Charles the firſt of England and the parliament is well known.

It is true that many object to public plans of education, becauſe that from their ſituation in populous towns, and the various complexion of the many ſtudents who attend, opportunities are thereby given for corruption, by ſcenes of vice and examples of debauchery.

It may with equal truth, however, be replied to this that, there are few domeſtic ſituations ſo private as not to admit of ground for the ſame objections. The firſt of theſe, as far as ſituation is concerned might be eaſily remedied—But it requires no very elaborate proof to manifeſt that the moſt dangerous temptations to vice more effectually ſucceed in the private and retired ſhades of bad example, and domeſtic indulgence, than in the ſocial ſcene, buſtling croud or public aſſembly.

Another objection to an academical plan of education, has been ſuggeſted, on account of the diviſion that muſt neceſſarily take place in the attention of the tutors or profeſſors, from the great number of ſtudents that may be under their care. But it has been already ſhewn that in faithful and ſkilful hands this may rather tend to forward their proficiency than otherwiſe. The partial abuſe of any ſyſtem by one or more individuals ought cer-

tainly to bring no diſcredit to the plan or inſtitution; neither ought it, in juſtice, to furniſh any argument againſt its merit, or even excellence.

The celebrated Locke himſelf not excepted, we find very few who have attempted to offer any plauſible objections to a public education; or in preference to a private any argument in its favour, who were not themſelves indebted to ſome academical inſtitution even for being qualified to reaſon upon the ſubject. The good effects of the one they had experienced, of which Locke, in particular, affords an illuſtrious teſtimony; thoſe they would aſcribe to the other could be but little better than mere theory, or fanciful ſpeculation. Upon the whole, it appears that there are many and various arguments in favour of an academical, as preferable to a private education; and that any objections that can be offered againſt the former, are almoſt all, in an equal degree, applicable to the latter. One concluſive argument, however, in favour of public education, ariſes from its becoming an object of national patronage and encouragement, on ſome uniform and approved plan or inſtitution. It is from this view that education might be made to aſſume a ſtill higher degree of importance in its influence on hu-

man happineſs, in thoſe advantages which it holds out to individuals or the nation in general. It is hence too that the beſt means would be furniſhed for diſtinguiſhing literary genius and merit; and conſequently pointing out to public view ſuch talents as are beſt fitted to fill the various ſtations and offices which the different exigencies of the ſtate, and the many departments of ſociety require.

Section Third.

The importance of establishing a System of National Education.

"Kalliston esti ktema paideia brotois."

When we take into conſideration the many great exertions, and laudable inſtitutions which various commonwealths or nations have deviſed and adopted for the general benefit, in framing and maintaining wholeſome laws and government, it would appear, in ſome degree, unaccountable that little hath yet been done in promoting ſome general plan of education equally ſuitable and ſalutary to the various citizens of the ſame ſtate or community.

It is true that in the hiſtory of ſome of the moſt

celebrated commonwealths of antiquity we find ſome ſuch plans were adopted for the improvement of youth; but ſo circumſcribed was the ſtate of literature in thoſe times; and ſuch the circumſtances of thoſe commonwealths that their plans of education were rather military ſchools preparing them for the camp, either for ſelf defence, or for butchering the human ſpecies, than ſeminaries ſuited to literary acquiſition; the conduct of life; or the improvement of the human mind. This obſervation, however, extends no farther than as it applies to inſtitutions of national education; and is by no means conſidered as applicable to the ſchools of the philoſophers; or of many celebrated orators, grammarians and rhetoricians of the ancient world. If ſome of the ſtates or nations of antiquity had been poſſeſſed of the means which we enjoy, ſince the invention of printing, of diffuſing literary knowledge, it is more than probable, from what they have done, that they would have availed themſelves of them in a manner ſuperior to what we have yet accompliſhed.

In our own times and language, we have been favoured by ingenious men with ſeveral excellent treatiſes on the ſubject of education. The greater part of theſe, however, are rather ſpeculative theories, adapted to the conduct of life and manners;

than applicable to the practical diffuſion of literary knowledge. What has lately been done in France excepted, I know of no plan deviſed by individuals, or attempted by any commonwealth in modern times, that effectually tends to the eſtabliſhment of any uniform, regular ſyſtem of national education. Univerſities or colleges hitherto inſtituted by the pride or patronage of princes or other individuals, are in general too partial either in their ſituation or their regulations to extend the neceſſary advantages of literature to the more remote parts of the community for which they were intended. Immenſe revenues and donations have, indeed, been applied to the founding of ſuch ſeminaries, while the poor, and ſuch as moſt wanted literary inſtruction, or the means of acquiring it, have been left almoſt totally neglected. A few, indeed, whom wealth and leaſure enabled, might drink deep of the Pierian ſpring, while the diffuſion of its ſalutary ſtreams through every department of the commonwealth has been either neglected, or conſidered as of inferior importance.

It muſt be allowed that theſe remarks may, in ſome meaſure, apply to any plan of public education that can poſſibly be formed. It is not, perhaps,

poſſible to eſtabliſh any ſyſtem that can render education equally convenient and equally attainable by every individual of a nation in all their various ſituations and circumſtances.

THIS obſervation muſt be particularly applicable to the condition of the *United States* of America and the widely diſperſed ſituations of their citizens. In undertakings, however, of the firſt national importance, difficulties ought not to diſcourage. It does not appear more impracticable to eſtabliſh an uniform ſyſtem of national education, than a ſyſtem of legiſlation or civil government; provided ſuch a ſyſtem could be digeſted as might juſtly merit, and meet with general approbation.

THE good effects of ſuch a ſyſtem are almoſt ſelf-evident. In the preſent ſtate of education however ably and ſucceſsfully conducted in particular local ſituations, the nation is, in a great meaſure, incapable of judging its condition or effects. Diverſity of modes of education, alſo, tend, not only to confound and obſtruct its operation and improvement; but alſo give occaſion to many other inconveniences and diſagreeable conſequences that commonly ariſe in the various departments of civil ſociety; or even the poliſhed enjoyments of ſocial inter-

courſe. But were an approved ſyſtem of national education to be eſtabliſhed, all theſe imperfections of its preſent ſtate, would, in a great meaſure, be remedied, and at the ſame time accompanied with many peculiar advantages, hitherto unexperienced in the inſtruction and improvement of the human mind.

GREAT, ſurely, muſt be the difference between two communities, in the one of which, good laws are executed only in ſome particular ſituations, while in others they are almoſt totally neglected; and in the other are univerſally eſtabliſhed with equal and impartial authority. Such, ſurely, muſt be the difference between the effects of education when abandoned to the precarious uncertainty of caſual, partial or local encouragement; and of that which has been eſtabliſhed uniformly and generally by the united wiſdom and exertions of a whole nation. In ſuch a ſtate it is elevated to no more than that importance to which it is juſtly intitled; and it is to be hoped that the cloſe of the eighteenth century will be ſo enlightened as to ſee education encouraged and eſtabliſhed, as well by this as other nations, in ſuch a manner as to be conſidered next to the adminiſtration of juſt and wholeſome

laws, the firſt great object of national patronage and attention.

The hiſtory of human ſociety informs us, what have been the effects of nations' uniting their zealous exertions for the accompliſhment of any great object to which they were directed. The happieſt effects, then, might ſurely be expected from the united public exertions of this country in the combined cauſe of public virtue and literary improvement. The patronage or encouragement of the one, has certainly a very intimate connection with that of the other, more eſpecially if it be allowed that in the ſame ſyſtem may be comprehended the inſtitutes of morals and the principles of civil liberty.

In a country circumſtanced and ſituated as the United States of America, a conſiderable local diverſity in improvement, whether with reſpect to morals or literature, muſt be the conſequence of ſuch a wide extent of territory, inhabited by citizens blending together almoſt all the various manners and cuſtoms of every country in Europe. Nothing, then, ſurely, might be ſuppoſed to have a better effect towards harmonizing the whole in theſe important views than an *uniform ſyſtem of national education.*

The late much celebrated Doctor Price, in a diſcourſe delivered before the truſtees of the academy at Hackney, on the evidences of a future period of improvement in the ſtate of mankind, earneſtly urges an improvement in the ſtate of education. He obſerves that it is a ſubject with which the world is not yet ſufficiently acquainted; and believes there may remain a ſecret in it to be diſcovered which will contribute more than any thing to the amendment of mankind: and adds, that he who would advance one ſtep towards making this diſcovery would deſerve better of the world than all the learned ſcholars and profeſſors who have hitherto exiſted.

It requires, then, little demonſtration, I think, to prove, that if a juſtly approved plan of national education conſtitute not the ſecret alluded to by the Doctor, it is at leaſt the moſt important ſtep towards it that hath ever yet been taken. National exertions directed to this important object could not fail to have the happieſt effects on ſociety. The rays of knowledge and inſtruction would then be enabled to diſipate every partial and intervening cloud from our literary hemiſphere, and the whole community receive a more equal diſtribution, as well as a more effectual and ſalutary diſplay of their enlightening influence.

Section Fourth.

THE EXTENT OF A PLAN OF NATIONAL EDUCATION CONSIDERED.

Plurima pars Juvenum ſolam oſtentare ſpeciem, quam ſolidam præſtare Eruditionem, malit.

MORHOF.

IN a courſe or ſyſtem of national education, there ought to be two, and, I think, but two great leading objects to which it ſhould be adapted, *the improvement of the mind, and the attainment of thoſe arts on which the welfare, proſperity and happineſs of ſociety depend.*

EDUCATION ought to comprehend every ſcience or branch of knowledge that is indiſpenſibly neceſſary to theſe important objects. To confine it to a ſyſtem that comprizes only the knowledge of mechanical, commercial or lucrative arts; or even a knowledge of the world, as far as it can be attained by literary accompliſhments, would be to view its advantages in a very narrow and illiberal light. The nation that would conceive ſuch a ſyſtem as ſufficiently entitled to its patronage, could neither be conſidered as enlightened in itſelf, nor as meriting the refined improvement of a liberal

and cultivated courſe of education. In proportion, then, as a nation hath formed a juſt ſenſe of its own dignity and importance; in proportion, alſo, as it hath formed juſt conceptions of the importance of virtue and ſcience, founded on the enlightened improvement of the human mind, ſo muſt that nation be influenced to patronize or eſtabliſh ſuch a ſyſtem of literary inſtruction as may bid faireſt for the acquiſition of theſe important ends.

It is certainly laudable to pay due regard to thoſe ſciences that tend to enlarge the ſphere of worldly intereſt and proſperity, and without which the various and complicated buſineſs of human life cannot be tranſacted; this, however, by no means ought to check the exertion of that refined and ſublime knowledge on which the improvement of genius, ſcience and taſte, rather than worldly circumſtances, chiefly depends. Indeed, it might be juſtly obſerved that a narrow or illiberal ſyſtem of education from lucrative views would not ultimately tend to the proſperity or happineſs of any nation. Were the human ſoul taught to cultivate only the ſordid dictates of avrice, or the knowledge of lucrative ſpeculations, ſoon muſt that community looſe a taſte for whatever is moſt excellent in ſci-

ence, or beſt calculated to refine & improve the factulties of the mind. Where ſuch a taſte hath become prevalent in any ſtate, it is rather an evidence of its degeneracy than reformation, and is commonly the forerunner of whatever may tend to enervate the patriotiſm, corrupt the virtue, or contaminate the morals of the community. There is reaſon to believe that the hiſtory even of ſome modern ſtates, as far as education is concerned, would ſhew that this obſervation is not altogether unfounded.

It is remarked, with concern, that in this country, at leaſt in ſome conſiderable ſhare of it, ſuch a falſe taſte in education becomes more and more prevalent. The ſtudy of the Engliſh language, only by thoſe means it affords of itſelf; a ſmattering of French, arithmetic and thoſe branches connected with it, are conſidered by many, as an abundant competence of literary acquiſition. And ſo they may to ſuch as attend to education merely as the handmaid to induſtry, or what is called *fortune*; but ſurely cannot by any means prove ſatisfactory to thoſe who, independent of intereſted calculations, aim at the higheſt improvement of the mind, and the acquiſition of all knowledge or ſcience to which it is properly competent.

A nation ſo unfortunately ſituated as to be forced to ſcrape a ſcanty ſuſtenance either from a barren ſoil, or a too confined territory, might plauſibly be diſpoſed to encourage or eſtabliſh public education only as far as it was ſubſervient to buſineſs or induſtry; but this, ſurely, could, by no means, be ſuited to the genius of a country where independence in worldly circumſtances, exemption from manual labour, and an abundantly fertile territory afford ſuch leiſure and encouragement to literary improvement as are ſo generally enjoyed by the inhabitants of theſe ſtates.

In eſtabliſhing, then, a ſyſtem of national education this conſideration ought to have its due weight; and that while it ſhould comprehend every ſpecies of literary inſtruction *uſeful* to human life, the ornamental alſo ought to receive that patronage to which it is juſtly entitled. Seminaries of learning are the ſalutary ſprings of ſociety, and their ſtreams ought to flow not only to an extent, but alſo with a copiouſneſs, proportioned to the circumſtances and ſituation of thoſe to whom their courſe is directed. On the manner in which ſuch a ſyſtem is eſtabliſhed, in a great meaſure, would depend not only the happineſs, but alſo the dignity and character of the nation; and conſequently ought to be founded on the moſt comprehenſive and liberal plan.

THE courſe of education, inſtituted in the public ſeminaries, ſhould be adapted to youth in general, whether they be intended for civil or commercial life, or for the learned profeſſions, that of Theology alone excepted, at leaſt after a certain degree of preparation for that ſtudy.

UNDER this view it would comprehend a claſſical knowledge of the Engliſh, French, Latin and Greek languages, Greek and Roman antiquities, ancient and modern Geography, univerſal Grammar, Belles Letters, Rhetoric and Compoſition, Chronology and Hiſtory; the principles of Ethics, Law and Government; the various branches of the Mathematicks and the Sciences founded on them; Aſtronomy; natural and experimental Philoſophy in all their various departments. To which courſe, alſo, at proper ſtages of it, ought to be added the ornamental accompliſhments Drawing, Painting, Fencing and Muſick.

IN treating of the various ſeminaries neceſſary for conducting this courſe, a more extenſive view may be given of it; what is here introduced is to be conſidered only as ſhewing how far a plan of national education ought to be liberal and comprehenſive.

It is a happy circumſtance peculiarly favourable to an uniform plan of public education, that this country hath excluded eccleſiaſtical from civil policy, and emancipated the human mind from the tyranny of church authority; and church eſtabliſhments. It is in conſequence of this principle of our happy civil conſtitution, that Theology, as far as the ſtudy of it is connected with particular forms of faith, ought to be excluded from a liberal ſyſtem of national inſtruction, eſpecially where there exiſt ſo many various denominations among the profeſſors of the chriſtian religion. The eſtabliſhment of education on ſome national or public plan would not prevent the ſeveral religious denominations from inſtituting, under proper inſtructors, Theological ſchools for ſuch as were intended for the miniſtry, after their academical courſe had been compleated at the public ſeminaries. One inſtitution of this kind in each ſtate, for each particular denomination, that held it neceſſary for the miniſtry to be inſtructed in *Hebrew*, a critical knowledge of the Scriptures, Eccleſiaſtical hiſtory and Theology, might be conſidered ſufficient. Such ſtudies would be perhaps beſt conducted under the inſpection or charge of ſome particular clergymen in each denomination properly qualified for that purpoſe.

Instead of this meaſure being degrading to the ſtudy of Theology, the moſt ſublime of all ſciences, it would, on the contrary, if properly managed, exhibit in the moſt reſpectable view, and at the ſame time render it more effectual, and, conſequently, more ſalutary to ſociety. It would prevent that jealouſy of partial treatment that would ariſe if conducted by profeſſors of different religious principles in the public ſeminaries. It would alſo afford ſtudents of Theology, intended for the miniſtry, an opportunity of cultivating thoſe habits of ſobriety, and principles of private and public virtue, ſo eſſential to their character, better than could be attained in the promiſcuous colleges of youth impreſſed with more licentious habits; and under the influence of domeſtic indulgences, but little ſuited to the pious examples and virtuous dignity of the ſacred function. This obſervation by no means implies that there ought to be any laxity of diſcipline with regard to morals in public ſeminaries, unſuitable even to the miniſterial character. It would, however, be an improvement in education as it is conducted in moſt univerſities at preſent, if, as ſoon as ſtudents are prepared by a literary and philoſophical courſe, and deſigned for the office of the miniſtry, their theological ſtudies

ſhould be conducted in ſuch a manner, and in ſuch a ſituation as would beſt furniſh them only with examples and habits of real virtue and practical piety. Not only the profeſſors of Theology, but, if poſſible, even the place of inſtruction, ſhould poſſeſs ſuch a ſolemnity of character, as would impreſs them with a juſt ſenſe of their having ſet themſelves apart to be the ſacred inſtructors, and pious example of ſociety. Not that it ſhould be conſidered their duty to acquire any phariſaic ſolemnity or monkiſh moroſeneſs in their manners or conduct. No, the time ſpent at the public ſeminaries, previous to the ſtudy of Theology would, it is preſumed, enable them to ſee the abſurdity of ſuch manners; while their change of ſituation, and removal to the place of ſacred inſtruction, if properly conducted, might tend to inſpire them with ſentiments ſuited to the dignity of that profeſſion in which they were about to engage.

Upon the whole, it need only be farther obſerved on this part of the ſubject, that whether a plan of national education be directed with a view to qualify youth for any of the learned profeſſions; or tranſacting the various negotiations or buſineſs of ſociety, or merely for mental improvement, it certainly, in all of theſe whether conſidered ſingly

or collectively, ought to be conducted on the moſt liberal and effectual plan. Whatever is ſuperficial, can never, in that ſtate, become ſolid, and whatever is not perfectly ſolid is incapable of receiving that poliſh which may juſtly lay any claim to merit or perfection. That ſyſtem, then, of education which would deſerve the patronage of this country ought to be ſolid and extenſive. Inſtead of circumſcribing the powers of genius or improvement it ought to lay open the wideſt as well as the faireſt field for ſtill higher and higher degrees of future progreſs and exertion. As it would be highly unjuſtifiable to ſet bounds to the advancement of human knowledge or ſcience; ſo would it be equally ſo to contract or circumſcribe the means of acquiring it.

Section Fifth.

On the Establishment of the various Schools necessary to compleat a System of National Education.

Quam bene cum republica ageretur-si beatis illis gradibus, primum ad Academias et ab illis ad tribunalia et subsellia procederemus.

Morhof.

PROVISIONARY laws being obtained for eſtabliſhing an uniform ſyſtem of literary inſtruction,

under the proper ſanction and authority of the nation, the firſt important object would appear to be the founding and organization of proper ſchools or ſeminaries.

These ſhould be arranged and ſituated in ſuch a manner as moſt impartially to diffuſe their advantages to the greateſt poſſible extent; and alſo to afford the means of enabling all the attending youth to riſe gradually from the firſt rudiments to the higheſt departments of knowledge and ſcience.

In a liberal courſe of public education, no one ſtage of it ought to be better provided for than another, in whatever may beſt contribute to its ſucceſs. From the elementary or grammar ſchool up to the univerſity, though in various ſituations and different departments, it ſhould be conſidered, ſupported and encouraged as conſtituting one entire ſyſtem, no one part of which could be neglected, without injuring materially the whole fabrick or inſtitution. Every one knows that if the firſt principles of ſcience be imperfectly communicated, it is ſeldom that any ſolid or laſting improvement can be attained. This, certainly, may be ſufficient to point out the importance of having the elementary parts of education as well conducted as the moſt advanced.

For the firſt ſtage, then, of a ſyſtem of public inſtruction, ſuited to the United States, let pariſh ſchools, in each county of every ſtate, be eſtabliſhed at a ſuitable diſtance from each other and endowed with a few acres of land and a proper houſe ſufficiently large to accommodate the teacher and the taught.

Secondly, let the next ſtage conſiſt of county ſchools or academies endowed alſo, and furniſhed as the pariſh ſchools, but on a much more extenſive plan, hereafter to be explained.

Thirdly, let this ſtage of inſtruction conſiſt of ſtate colleges as already inſtituted and endowed in the ſeveral ſtates of the union; but ſo regulated and organized as to fall in with the general uniform ſyſtem.

Lastly, let the literary eſtabliſhment be compleated by the inſtitution of a national univerſity, ſituated in the beſt manner with regard to health and convenience; and furniſhing at the ſame time, the beſt opportunities of information and inſtruction.

These various ſeminaries properly endowed, furniſhed, and conducted in ſuch a manner as to compleat one uniform courſe, afterwards more fully to be explained, will be found, it is preſumed,

well adapted to the acquiſition of the moſt enlarged proficiency in ſcientific knowledge. The greateſt difficulty in a country ſo thinly inhabited in many places as this, would be in dividing the counties in each ſtate into pariſhes or townſhips, ſo as to render the ſituation of the ſchools convenient to all the inhabitants. Each ſtate in the union being already laid out into counties, leſs difficulty would ariſe concerning the ſituation of the county academies. And with regard to the ſtate colleges and univerſity, it is a favourable circumſtance towards carrying this plan into effect, that many of the former have already been founded, and that the idea of the latter alſo ſeems to meet with the public approbation.

Hitherto, however, this country, one or two ſtates excepted, ſeems to have fallen in with the error of many even of the moſt enlightened countries in the world; and that is, in providing or endowing moſt liberally a few ſeminaries for the completion of education; while the elementary, which moſt required the foſtering hand of public bounty, has been left to ſupport itſelf as chance or circumſtances, ſometimes the moſt adverſe, might dictate.

Of the inhabitants of a country ſo wide and extenſive as this, but few, comparatively ſpeaking,

can ever attend colleges or a univerſity; and hence the importance of paying due attention to the pariſh and county ſchools, both as nurſeries for the college and univerſity; and alſo the inſtruction of ſuch as cannot extend their education to a more advanced ſtage of the ſyſtem.

In order to found, lay out and carry into effect, the ſeveral ſeminaries, let *a board of education* be incorporated, under the ſanction of the united authority of the ſtates. Theſe gentlemen ſhould be nominated and appointed in every ſtate, either by the united government, or by the reſpective ſtate aſſemblies; one or two in each ſtate might be ſufficient. Their office ſhould not only be to preſide over the general intereſts of literary inſtruction, to digeſt, direct and arrange an uniform ſyſtem in all its parts, and to correſpond in ſuch a manner as to ſupport the general and united intereſts of education; but more eſpecially, in their individual capacity, to preſide with regard to it in thoſe ſtates in which they were reſident. Hence they might very properly be ſtyled "Preſidents of literary inſtruction and Members of the board of national education." As they ought to be choſen or appointed either on account of their diſtinguiſhed literary merit, or other qualifications for the office,

little other inducement to accept of it, than what the honour of being choſen to ſuch an office by an enlightened ſociety ought to hold out, might be neceſſary. Indeed one member, to ſerve for ſome proper ſtated time, might be ſufficient in each ſtate; and therefore the price of his ſervices, even ſuppoſing a ſalary would be required, could add but little to the public expence.

One leading department of his office ſhould be to aſcertain, by the beſt poſſible information, the annual ſtate of all the primary or pariſh ſchools, county academies, and alſo the college, in that ſtate in which he preſided, in order to lay it before the board at their ſtated time of meeting, which might properly take place once a year. His ſituation and connection or correſpondence with the other preſidents of the ſeveral ſtates, would alſo enable him to aſſiſt in procuring ſuch teachers or profeſſors as might be occaſionally wanted in the various ſchools under his inſpection: He ought alſo to aſſiſt and preſide at the public examination of the ſtate college.

The attention, however, of one preſident would be inadequate to the ſuperintendance of all the ſeminaries in one ſtate. As more immediate viſita-

tion would then be requiſite, there ought to be a rector appointed for each county in the ſtate. The duty of thoſe rectors ſhould be, to aſſiſt in procuring proper tutors; to viſit every ſchool in the reſpective counties, and, at leaſt twice a year, to make a juſt report of their ſtate and proficiency, and the number of the ſtudents or ſcholars, to the ſtate preſident, or whatever other information he might require. The county rector ſhould alſo attend quarterly the public examination of the primary ſchools, or at leaſt twice a year, with ſuch other local truſtees or viſitors as might be thought neceſſary. On thoſe occaſions there ought to be a catalogue of the youth, produced by the maſter of each ſchool, ſpecifying their time of entrance and proficiency; leaving a vacant column to mark their progreſs between each ſucceſſive examination; marking alſo, ſuch as diſcovered any extraordinary genius, or even attention.

In order faithfully to diſcharge this office, it is obvious it would require a gentleman of the firſt erudition, who would devote to it the whole of his attention, and conſequently ſhould have a liberal ſalary paid by the county. His ordinary viſits to the ſeveral ſchools ſhould be at leaſt once a quarter, and ought not to be ſtated, but, as it were, accidental. But on occaſions of public examinations they ought

to be accompanied with all the ceremony and dignity poſſible. It would be a favourable circumſtance if thoſe rectors would alſo be the conductors of the county academies. And it does not appear, but that, by the aſſiſtance of proper under-maſters, they might be alſo adequate to this charge.

The different rectors in each county having made a faithful return of the ſtate of the primary or pariſh ſchools under their ſuperintendance to the ſtate preſident, theſe returns ſhould be carefully preſerved by him, either for the inſpection of the board of education, the federal government, or the ſtate aſſemblies, as they might be diſpoſed to call for them.

The board of education, and conſequently the whole community, by the aſſiſtance of ſuch rectors, would be thus enabled to ſee the true ſtate of literary inſtruction in every part of the union, at leaſt every ſix months, and whether there exiſted any obſtruction to its proſperity, either through a deficiency of proper teachers or any other cauſe, they would have the advantage at leaſt, of knowing where the defect lay.

The greateſt apparent obſtruction to the eſtabliſhment of an uniform plan of national education,

conſiſts in the difficulty of procuring proper tutors, well qualified and diſpoſed to carry into effect the ſyſtem laid down to them by the board. As much as poſſible, then, to remove this obſtruction, the ſalaries of the various teachers ought to be liberal, and fully equal to what men of their qualifications could make in any other department of buſineſs ſuited to their circumſtances. The commodiouſneſs and comfortable ſtate of the houſes built for both the primary ſchools and the county academies, endowed alſo with a ſuitable tract of land, would be a very great inducement; and the price of tuition for each ſcholar, or the fixed ſalary, whichever of theſe two modes of payment the board might approve, would thus be rendered more moderate, at leaſt to poſterity.

The conſtant and uniform communication between the County Rectors; the State Preſidents; the Board of Education, and, when neceſſary, the government, it may reaſonably be preſumed, would have the beſt effect in exciting a ſpirit of emulation amongſt the profeſſors and tutors of the various ſeminaries. To keep up and cheriſh this laudable ſpirit, it might be ſalutary to promote ſuch of the maſters of the Primary ſchools as diſtinguiſhed them-

ſelves by diligence and abilities to more lucrative ſituations in the county academies, as often as vacancies happened by death or otherwiſe. This however, ought never to be done till a ſucceſſor to the promoted teacher was firſt provided.

VARIOUS regulations of this nature would of courſe fall under the conſideration of the learned Board. It may, here, be only obſerved farther, that in the appointment of profeſſors or tutors, or even county rectors, it ought to be ſo regulated that none of them ſhould reſign their appointment, with leſs than ſix months notice given to the ſtate preſident by the maſters of the county academies, and by the maſters of the primary ſchools to the county rectors.

Section Sixth.

ON THE ADVANTAGE OF INTRODUCING THE SAME UNIFORM SYSTEM OF SCHOOL-BOOKS INTO A PLAN OF PUBLIC EDUCATION.

———Nam et Græci licenter multa, et Horatium in quibusdam nolim Interpretari.

QUINTIL.

ONE great inconvenience attending even the preſent mode of education conſiſts in the ſcanty ſupply of

the beſt editions of the various ſchool-books, that is to be met with in many parts of the United States. The great diverſity, alſo, eſpecially of the elementary books in education, ſerves much to diſtract and retard its ſucceſs. Every teacher has his favourite ſyſtem, and conſequently the books beſt adapted to it are only thoſe which he recommends. But in the preſent ſtate of literary inſtruction, as there are few tutors who compleat the ſcholar even on their own ſyſtem, he is often not only under the diſagreeable and injurious neceſſity of ſtudying over again what he has learned, on a different mode; but alſo perplexed with the diverſified editions or tranſlations of the ſame author.

To remedy and indeed entirely remove theſe obſtructions, in eſtabliſhing a courſe of public education ſuited to the various citizens and local ſituations of the United States, there ought to be a Printer in each State, for the expreſs purpoſe of ſupplying the various ſeminaries, in their reſpective ſtates, with ſuch ſchool-books and other literary publications, as ſhould be recommended or directed by the Board of education. Throughout the United States, the ſame uniform ſyſtem of the moſt approved ſchool-books would be thus eſtabliſhed, and conſequently, all the difficulties, hitherto in this reſpect experienced, entirely removed.

THIS might juſtly be conceived as one of the greateſt advantages ariſing from the adoption of a ſyſtem of public inſtruction; not only in its tendency to facilitate its progreſs, but alſo in rendering it more agreeable to the learner, as well as in diffuſing, more generally, the various benefits of an uniform plan.

NOTHING would come under the direction of the Literary Board of greater importance than the ſelection of the beſt ſchool-books for each department of ſcience. It would conſtitute from time to time a conſiderable ſhare of their office to examine the merits of ſuch as might be publickly recommended to their acceptance.

THROUGHOUT all the primary ſchools, county academies, and even ſtate colleges the ſame uniform ſyſtem of books ſhould be taught; and it would be requiſite that the ſeveral Printers ſhould be obligated to follow the inſtruction of the Literary Board with regard to the type, paper, binding and even outward uniform appearance of all the ſchool-books for ſupplying the publick ſeminaries of the United ſtates.

IT might not, probably, be found neceſſary to extend theſe regulations to the National Univerſity, at leaſt in their ſtricteſt terms.

THE preſident and profeſſors of that diſtinguiſhed ſeminary would conſtitute a faculty to which might very properly be referred the diſcretionary power of adhering to this, and perhaps ſome other regulations, neceſſary for the other ſeminaries—only as far as might be ſuited to the nature of that more dignified inſtitution.

INDEED it would be neceſſary for the faculty of that Univerſity to have a Printer under their own immediate direction, under ſuch reſtrictions, however, as not to interfere with or counteract ſuch as concerned the other ſeminaries.

BUT, as much good might reſult, eſpecially in exciting a ſpirit of emulation, from the general uniformity, not only of education, but alſo of the means of acquiring it throughout the United States, there is no meaſure which could poſſibly tend more to this effect than a conſtant and well choſen ſupply of the moſt proper books in all the various departments of inſtruction.

SCHOOL-BOOKS are at preſent, in general, very inaccurately printed, and often in ſuch a manner, both with regard to type and paper, as much to obſtruct the proficiency of the learner. Beſides, many of them, particularly the Latin claſſics are not fit, in

their preſent ſtate, to be put into the hands of youth, without wounding that delicacy and purity of ſentiment, which education ought rather to cheriſh than violate.

EVERY perſon acquainted with the difficulties or obſtructions which attend the preſent mode of education muſt have obſerved, how often youth are retarded in their ſtudies for want of having the proper authors to put into their hands, as ſoon as they have finiſhed the preceding. In public ſeminaries, where the youth are claſſed according to their proficiency, an irregular or deficient ſupply of the ſame books is often very embarraſſing to the tutors and diſcouraging to the taught. To remove this obſtruction, the ſtate Printer ſhould be obligated to keep a conſtant ſupply, adequate to the demand of every ſeminary in the ſtate; and the prices being fixed, the maſter of each ſchool ſhould keep a ſufficient number of copies of every author his pupils might require, agreeably to the ſyſtem and regulations recommended and preſcribed by the Board of Education. In the farther proſecution of this Eſſay notice ſhall be taken of ſome of the moſt proper and ſuitable books for each ſtage of the literary courſe, agreeably to the view of it here laid down—What has been obſerved is to be conſidered as chiefly regarding the

advantages of introducing an uniform ſyſtem throughout the United States.

Section Seventh.

On the Eſtabliſhment and Conduct of the Pariſh or Primary Schools.

His igitur rudimentis puer in prima imbatus ſchola, deinde bonis avibus ad ALTIORES DISCIPLINAS conferat ſese.

ERASMUS

IN order to conduct Education on the beſt plan, it is neceſſary that the community be ſo convinced of its importance, as cheerfully to furniſh every accommodation. On the ſuppoſition, then, that the preceding plan be practicable, the houſes for the pariſh ſchools in each county ſhould be ſufficienly ſpacious for the uſe of the teacher's family and alſo to accommodate one hundred ſcholars. To ſuit theſe two purpoſes, it ſhould be built on ſuch a plan as to have the ſchool room ſeparate from the part aſſigned to the maſter's uſe. Much alſo would depend on having the rooms properly provided with deſks, ſeats and places for keeping their books &c. ſecure. The beſt method for ſeating a room for this purpoſe is, to have it laid out into ſmall ſingle pews, ſomewhat ſimilar to thoſe common in churches;

one riſing a little higher than another, ſo that the loweſt be next to the open area where the teacher ſits, and the higheſt, the moſt remote; but ſo as that the pupils would all ſit with their faces to the teacher, having before them a deſk ſuited either for the purpoſe of reading on, or writing.—One of theſe pews might accommodate a diſtinct claſs, and being numbered, each claſs would, without confuſion, regularly place themſelves in their own pew.

In a room large enough to contain one hundred ſcholars, there ought to be three orders of ſuch pews, with large areas or double pews for the teachers' ſeats. One of theſe might be properly placed at each end of the room, and another in the centre upon the one ſide, having the ſingle pews for the pupils made, as already ſhewn, to face their reſpective teachers.

Every ſuch Primary ſchool ſhould be ſupplied with a teacher for every thirty, or at moſt, thirty-five pupils; and if it were found neceſſary that they ſhould conſiſt of both ſexes, the pews would be found uſeful in helping to preſerve that delicacy and reſerve which they ſhould be early taught to preſerve towards each other. Where, however, it can be done, it will conſtantly be found eligible to have girls educated ſeparately under a miſtreſs.

In ſuch ſchools as are here alluded to, it would conſtitute a very eſſential improvement if the teacher's wife could aſſiſt in the charge and education of ſuch girls as attended, and particular encouragement ought to be held out to ſuch teachers of the Primary ſchools as could be ſo qualified. Indeed it ſhould be almoſt indiſpenſible that the head-maſter of every ſchool be a married man. His aſſiſtant or aſſiſtants ſhould be choſen by himſelf; but as the prices of inſtruction would be fixed to him, ſo ought alſo the ſalary to be nominated which he ſhould pay the aſſiſtants, in order that ſuch as were properly qualified might offer.

In the Primary ſchools the courſe of inſtruction ſhould be confined to a proper knowledge of the Engliſh language; writing, arithmetick and practical mathematics, compleated by ſome approved compend of hiſtory and geography.

From theſe ſeminaries ſhould be excluded not only Latin, but alſo the French language, excepting for thoſe whoſe education was not to be extended to a higher ſtage of the courſe, from the conſideration that the next ſtage of public inſtruction, namely the County Academies, would accommodate all

who were deſigned for a more comprehenſive ſyſtem of education.

To aſſign to each ſtage, its own particular parts, would alſo tend to ſupport a due encouragement to the whole, while at the ſame time it rendered the attention leſs divided.

In the Primary ſchool the firſt rudiments ſhould be taught with care. Firſt, it ſhould be provided with ſome large alphabets, printed on ſmall ſheets, each letter at leaſt one inch in length. One of theſe ſheets put on a piece of paſteboard, and properly placed, is the eaſieſt mode of teaching the letters to young children in a publick ſchool. Having procured a frame and a ſtand ſimilar to a fire-ſkreen, let the alphabet be placed, with all the children in the letters arranged before it. If the firſt in order miſs the letter, aſk the ſecond, and ſo on to the laſt—by which means their attention is kept up; and an emulation excited, which, if properly managed, has the happieſt effects. After the letters and points are thus acquired, let ſpelling tables on a large ſcale be fixed up and managed in the ſame manner; and after them eaſy leſſons of reading, the type being gradually diminiſhed, till brought to the largeſt common ſize.

INITIATING books for children ſhould abound with eaſy reading leſſons, and both paper and print calculated to entice and facilitate their progreſs. It is common with many teachers to employ their pupils much at ſpelling tables; but it will be found that children will make much more progreſs by firſt teaching them to read, and after having read their leſſon to ſpell words out of it ſuited to their capacity, than by confining their attention to long dry liſts or arrangements of words and ſyllables, however ſkilfully digeſted.

FOR this reaſon, though Webſter's Inſtitutes be excellent of its kind, yet it would be beſt put into children's hands after they had made tolerable proficiency in reading, on the plan which has been here mentioned. The firſt leſſons ſhould conſiſt of monoſyllables, and as they became proficients in theſe, introduced to ſuch as are ſtill more and more difficult. By adhering to this plan, and carefully claſſing ſuch as are of equal proficiency, cauſing them, for emulation's ſake, to check each other throughout the various claſſes, the teacher may inſtruct a claſs of ſix or even ten with as much facility and more advantage than he could a ſingle ſcholar. Soon as the pupils can read with tolerable eaſe and readineſs, Webſter's Inſtitutes might be properly

introduced; after which they ought to be ſupplied with a vocabulary or pocket dictionary and at leaſt twice a day get a leſſon of ſpelling, at the ſame time giving the meaning of the words they ſpell without the book. If this be done previous to diſmiſſing the ſchool, by the whole pupils under each teacher whoſe proficiency may admit of it, ſtanding up in order and alternately ſpelling and giving the meaning of the words, obſerving to make ſuch as err give up their place to thoſe who are correct, it will be found an agreeable and very profitable exerciſe.

For the moſt advanced reading claſſes proper books ſhould be prepared. There are now extant ſeveral good collections in proſe and verſe taken from the beſt Engliſh authors, but there are none of them, but what might admit of a more judicious arrangement for the uſe of reading ſcholars.

The firſt part of ſuch collections would be beſt without any verſe pieces, and to conſiſt entirely of fragments from the beſt hiſtorians, and papers from the Rambler, Guardian and Spectator, arranged ſo as that the eaſieſt ſhould come firſt, proceeding from the ſimple through all the various ſpecies of ſtyle, concluding with ſome pieces of the moſt difficult pronunciation.

The laſt part of the collection ſhould conſiſt entirely of poetry, both rhyme and blank verſe.—The pieces ſhould be ſo arranged that the ſcholar might be able to diſtinguſh the different ſpecies of poetry and alſo of verſification.

The firſt pieces might be all of the paſtoral kind; the ſecond elegiac; the third didactic, and the laſt heroic or epic: The nature of theſe ſeveral ſpecies of poetry ſhould be carefully explained by the teachers.

In the inſtruction of ſuch claſſes, when the leſſon is given out, it ought to be read over by the teacher in the beſt manner in his power, not only with regard to the mere pronunciation, but alſo the management of the voice with gracefulneſs and propriety. Particular beauties in the ſtyle and ſentiment ſhould be pointed out, and ſome account of this required when the claſs came to read the leſſon. It would greatly add to the order and regularity of the ſchool, if the pews were ſo made and ſituated, that each claſs when called upon to give an account of their leſſons could ſtand up in their own pew, without travelling thro' the room to get to their teacher.

Soon as the pupils were capable of reading with tolerable accuracy, Engliſh grammar ſhould

be introduced, and writing; and after conſiderable progreſs in theſe, arithmetick. In acquiring a proper knowledge of Engliſh grammar, let the ſcholar, after having committed the rules to memory, write exerciſes, and parſe in the ſame manner as is practiſed in learning Latin. Aſhe's Introduction to Lowth's grammar is well calculated for this purpoſe; but as is it does not afford a ſufficient number of examples for exerciſes of falſe grammar, Buchanan's Engliſh ſyntax ſhould be next introduced. After a competent knowledge of Engliſh grammar, the pupils ſhould be exerciſed in copying ſome approved ſpecimens of letters; and occaſionally write ſome of their own compoſition. They ought alſo to copy deeds, bills, bonds, wills and indentures, or any other ſpecies of writing, the knowledge of which would be uſeful to them in life.

In teaching arithmetick and ſome of the practical branches of the mathematicks, the maſter of the primary ſchool would find it of great advantage to make his pupils carefully commit to memory the rules in the various branches, from ſome well choſen ſyſtem for that purpoſe, and rehearſe theſe rules once a week. He ought to be provided with a frame on the plan mentioned in teaching children the letters, and having claſſed the arithmetical ſcho-

lars, let each claſs alternately ſtand up before the frame, after having commited to memory their rule. Let the teacher, having a blacknened board fixed upon the frame, give them examples written with chalk, and having aſked the firſt to do the example, ſhould he be found incapable, proceed to the next, and ſo on, till each pupil in the claſs, work an example in this manner. After which, when prepared for more difficult examples on the rule, the queſtion may be wrought out at full length by the teacher in their preſence, and afterwards rubbed off the board, and the claſs ſet down to work it in the uſual manner, giving particular commendations to the one who does it ſooneſt and with the greateſt accuracy.

THERE is every reaſon to believe that this method would much facilitate the acquiſition of arithmetick, and at the ſame time be leſs irkſome to the teacher than that commonly practiſed.

IT is too much the cuſtom with many teachers to keep their pupils puzzling over a queſtion, perhaps for half a day, without giving them any aſſiſtance. But, tho' it be proper, as they advance in the knowledge of any ſcience, to habituate them to call forth their own exertions; yet this requires

to be managed in ſuch a manner as not to diſcourage, or check the ardour of their purſuit. To cheriſh and keep up this ardour conſtitutes no ſmall ſhare of the merit of a good teacher.

By the uſe of the frame or black board by the teacher, and of the ſlate, occaſionally, by the ſcholars, they will be enabled to keep their books, into which they copy their work, in the faireſt and neateſt manner, and it would be well, as much as poſſible, to excite an emulation among them in this reſpect.

As the minds of youth muſt flag by long attention to any one ſpecies of ſtudy at one time, it would be beſt to introduce, at this ſtage of their proficiency, a knowledge of hiſtory and geography.—Some well digeſted compend of ancient hiſtory ſhould be ſtudied firſt, and well impreſſed upon the mind by examination. After which Guthrie's general geography and Morſe's geography of this country, if judiciouſly taught by maps and globes, might not only inſtruct them in a proper knowledge of geography; but alſo as much of modern hiſtory as is neceſſary to be acquired at ſchool.

Lessons of this nature introduced by way of relaxation from ſeverer ſtudies, at proper intervals

each day, would be found of the higheſt importance. In theſe the teacher ought to aſſiſt them in forming a proper judgment of what they read; particularly in geography; in contraſting the various forms of government, manners and cuſtoms; the cauſes of the arts and ſciences flouriſhing under one ſyſtem, and being loſt under another; as alſo how to eſtimate whatever is moſt conducive to the improvement and happineſs of man.

What has been here obſerved, tho' it be in many reſpects deficient, yet, may ſuffice to afford an idea of the manner in which the literary courſe of the primary ſchools may be conducted. If other, or better, regulations be found neceſſary, they will properly come under the conſideration and direction of the Board of Education.

With regard to impreſſing youth early with the principles of religion and morality: However important this may be, yet, on account of preſerving that liberty of conſcience in religious matters which various denominations of chriſtians in theſe ſtates juſtly claim, due regard ought to be paid to this in a courſe of publick inſtruction.

It would, however, appear to be no infringe-

ment of this liberty in its wideſt extent for the publick teacher to begin and end the buſineſs of the day with a ſhort and ſuitable prayer and addreſs to the great ſource of all knowledge and inſtruction.

It might, alſo, be highly advantageous to youth, and in no reſpect interfere with the different religious ſentiments of the community, to make uſe of a well digeſted, conciſe moral catechiſm. In the firſt part of this catechiſm ſhould be inculcated natural theology or the proofs of the exiſtence of the Deity from his works. It might on this head even extend ſo far as to ſhew the inſufficiency of the light of nature in communicating the knowledge of God and conſequently the neceſſity of a more expreſs revelation.

The ſecond part might properly conſiſt of the firſt principles of Ethics; the nature and conſequence of virtue and vice; and alſo, a conciſe view of œconomicks and the relative duties.

The third and laſt part ſhould inculcate, conciſely, the principles of juriſprudence; the nature of civil government, containing a ſhort hiſtorical view of the riſe and progreſs of its various ſpecies, and particularly, that of the Federal government of theſe States.

It may be ſuppoſed that this would be rather

too elevated for the capacities of pupils in the primary ſchool; but it may be replied that this would depend on the manner in which ſuch a collection was executed; which ought to be in the moſt conciſe and, at the ſame time, moſt ſimple and perſpicuous ſtyle; and of a length ſuited to their capacities, whether conſidered with regard to the particular reſponſes, or the extent of the whole ſyſtem. It is certainly of the higheſt importance in a country like this, that even the pooreſt or moſt uninſtructed of its citizens be early impreſſed with a knowledge of the benefits of that happy conſtitution under which they live, and of the enormity of their being corrupted in their right of ſuffrage—And there is certainly no more plauſible way of communicating this knowledge, with any laſting effects, than by having it interwoven with the moſt early and general principles of education.

In order to impreſs on the tender mind a reverence of the Deity; a ſenſe of His government of the world, and a regard for morals, it might be proper, previous to the commencement of their daily ſtudies, for each pupil who had made proficiency for that purpoſe, to be conſtituted alternately, Orator for the day, and to read from the Roſtrum a ſhort eſſay on ſome ſubject of that nature. There have been publiſhed in three volumes, Reflections by a Mr.

Sturm a German, and lately tranſlated into Engliſh, one for every day in the year, which might with great propriety be read in this manner.

In theſe Reflections almoſt every thing intereſting in the philoſophy of nature is brought into view, adapted to the moſt common capacity; while at the ſame time they are calculated to preſent the moſt ſublime ideas of the Deity, and to excite to the love and ſtudy of ſcience.

As theſe may have yet fallen into but few hands, in order to ſhew how well they are adapted to the purpoſe here recommended, let the following ſerve as a ſpecimen:

—January II.—

The bleſſings granted to us by God in winter, and to which we pay too little attention.

"If we were to examine the works of God "more attentively than we generally do, we ſhould "find at this ſeaſon many reaſons to rejoice in his "goodneſs, and to praiſe the wonders of his wiſ-"dom.—Few, without doubt, are ſo inſenſible as "not to feel emotions of pleaſure and gratitude, when "beauteous nature diſplays the rich bleſſings of God "in ſpring, ſummer and autumn; but even hearts, "the fulleſt of ſenſibility, are rarely excited to the

" ſenſation of warm gratitude, when they behold the
" trees ſtripped of their fruit, and the fields without
" verdure; when the bleak wind whiſtles round
" their dwelling, when a chilling cold comes to
" freeze the earth and its inhabitants. But is it certain
" that this ſeaſon is ſo deprived of the bleſſings of
" heaven, and of what is ſufficient to kindle grati-
" tude and piety in the heart of man? No, certainly.
" Let us only accuſtom ourſelves to be more atten-
" tive to the works of God, more touched with the
" many proofs of his goodneſs towards us, and we
" ſhall find opportunities enough, even in winter,
" to praiſe our benefactor. Conſider how unhappy
" we ſhould be, if, during violent cold, we had
" neither wood for fire, nor cloaths to keep us warm.
" With what goodneſs the Lord prevents our wants,
" and furniſhes us (even in the ſeaſon the moſt void
" of reſources) with the neceſſaries and conveniences
" of life. When at this moment, we may be enjoy-
" ing the comfortable warmth of a fire, ſhall we not
" return thanks to the Lord, who gives us fuel with
" ſuch profuſion, that the very pooreſt can be ſup-
" plied with it.

" If it was given to mortals to know the chain
" of every thing in nature, how great would be our
" admiration at the wiſdom and goodneſs of its au-

"thor! But, however incapable we are of forming "to ourſelves an idea of the whole of his works, the "little we underſtand of it gives us ſufficient reaſon "to acknowledge, that the government of God is "infinitely wiſe and benificent. Winter belongs to "the plan he has formed. If this ſeaſon did not ex- "iſt, the ſpring and ſummer would not have ſo ma- "ny charms for us, the fertility of our lands would "much diminiſh, commerce would be at an end in "many provinces, and part of the woods and foreſts "would have been created for no purpoſe. Conſi- "dered in this light, winter is certainly very uſeful, "and ſuppoſing even that its advantages were not ſo "apparent, it would be ſufficient for us to reflect, "that winter is the work of the Creator, as well as "ſpring and ſummer, and that all which comes from "God muſt be for the beſt."

In ſome other of theſe Reflections the author accounts for the change of the ſeaſons, and has omitted ſcarce any thing curious or intereſting either in the planetary ſyſtem, or in the ſtructure of the earth, or in the mineral, vegetable and animal worlds; uniformly concluding with reflections and ſentiments of adoration for the great firſt cauſe of all things.

The reading one of theſe reflections by the

Orator for each day, agreeably to the manner in which they are arranged for the days of the year, might not only be the means of communicating much knowledge; but alſo leave the moſt happy impreſſions of piety and moral excellence.

On the ſubject of the primary ſchools, and the manner in which they ſhould be conducted, enough may have been ſuggeſted for an Eſſay of this nature. There is, however, ſtill remaining another conſideration which would greatly tend to enlarge the extent of their advantages to the publick.

In each of theſe ſchools, at leaſt three promiſing boys, whoſe parents could not afford to educate them, ſhould be admitted at the expence of the pariſh or townſhip to which the ſchool belonged. The condition on which theſe boys ſhould be received ought to be, that their parents ſhould agree to have them educated for the purpoſe of becoming teachers; ſo being they diſcovered, on trial, parts ſuited to that profeſſion. A few of them who moſt diſtinguiſhed themſelves on publick examination, ſhould be admitted in the county academies, and afterwards to the ſtate colleges and univerſity. This, in the courſe of a few years, would train up a proper ſupply of tutors, both maſters and aſſiſtants for the dif-

ferent ſeminaries, and at the ſame time extend the bleſſings of literary inſtruction to hundreds who would otherwiſe be deprived of it. Tutors ſo educated through the different ſtages of the literary courſe, on the ſame uniform national plan, and under the direction of the ſame literary board or ſociety, would, in every point of view, be rendered greatly preferable to ſtrangers educated under different inſtitutions.

Section Eighth.

On the County Academies.

Scilicet ut poſſem curvo dignoscere rectum,
Atque inter Sylvas Academi quaerere verum.

Hor.

As theſe Academies, agreeably to the plan laid down, are to accommodate all the youth in the county, intended for a more comprehenſive courſe than what has been aſſigned for the Primary ſchools; it is conſequently neceſſary that in every reſpect they ſhould be founded and conducted on a more extenſive ſcale.

The plan of the Academy houſes, and the manner in which they ſhould be endowed under the ſanction of the reſpective ſtates, might very properly

be referred to the direction of the Literary board. The houſes, however, ſhould be capacious, well deſigned and accommodated to the purpoſe. Beſides the apartments neceſſary for at leaſt two maſters and their families, there ought to be, at leaſt, two Halls for teaching, two Dining-rooms and two Dormitories, with an aſſiſtant's lodging-room to open into each, one for the Juniors and another for the Seniors. Should it be found neceſſary or practicable that the County Rectors ſhould be the chief profeſſors or maſters in the Academies, proper apartments ſhould alſo be laid out in the building for their accommodation.

The teaching halls ſhould be pewed after the manner of the primary ſchools. The one accommodated to the claſſical, the other to the mathematical ſtudents. In the extreme end of each there ought to be an exhibition room, elevated a few ſteps above the hall, and ſeparated from it in front by a curtain, ſimilarly to a theatre. This room would be uſeful in common for the chief maſters to teach in, affording a commanding view over the hall. It would alſo ſerve for a ſuitable library, and on occaſions of public examinations would ſuit as a ſtage or roſtrum, from which the youth would deliver their

elocutionary exercises to the audience accommodated in the hall.

Without entering more minutely into the plan of a suitable academy-house, it may only be observed farther, in general terms, that it should be sufficiently capacious to contain all the youth in the county, whose parents or guardians inclined to give them a classical and thorough mathematical education. They should be built on a scale sufficiently large to contain at least two hundred, or two hundred and fifty students. For, though it might be some years ere they should have occasion for accommodations for such a number; yet, as the population of the counties and the credit of the system increased, it is probable the number of students would increase in proportion.

Besides the county rectors, who, it is supposed, might preside in these seminaries, there ought also to be two principal masters, with one or two assistants according to the number of pupils.

In this country, owing chiefly to the precarious supply of schools and the scattered situations of the inhabitants, the childhood of life is too often passed ere parents think seriously of the education of their children. They are in too many places, on these accounts,

ſent to ſchool only when the greateſt part of the education, intended for them, ought to have been acquired. This is an error which, as far as poſſible, the eſtabliſhment of an uniform ſyſtem ought to correct. The time allotted to the primary ſchools ſhould elapſe at the twelfth year of their age; at leaſt of all ſuch as were intended for being admiſſible into the county academies; ſuch as were not, ſhould be continued till the age of fourteen. At the age of eight, even in rural or ſcattered ſituations, it would be ſufficiently late to enter the primary ſchool, and the ſpace of four years would be a competent term to compleat the courſe aſſigned to that ſeminary. ſuch as had the advantage of a more contiguous ſituation might be prepared for the academy at a ſtill earlier age.

AGREEABLY to the plan here recommended, no pupil ſhould be admitted into the county academy who had not been educated at the primary ſchool; or if by the parents indulged with a private tutor, without having taken and compleated the ſame courſe as taught in thoſe ſchools, and preſcribed by the literary board. This ſhould be aſcertained by a ſtrict and impartial examination on the pupil's being offered for entrance.

Were this uniformly and generally adhered to throughout all the county academies; and were it alſo inſiſted on that no ſtudent ſhould be admitted above twelve, or at moſt, fourteen years of age, it might ſurely have a powerful effect in enciting parents to turn their attention to the education of their offspring as ſoon as they were capable of receiving inſtruction. It would alſo have the effect, as has been elſewhere obſerved, of keeping ſeparate the intereſts of the primary ſchool and academy, and conſequently tend more effectually to promote and ſupport the ſucceſs of both.

The pupils on admittance to the academy would be properly prepared for commencing the claſſical courſe in Latin and Greek, and, after ſome knowledge of the former of theſe languages, in French and Mathematicks. A correct edition of the Grammar taught in this country, under the denomination of the univerſity Latin grammar, is as eligible, upon the whole, as any extant. The youth who commence Latin, ſhould be claſſed according to their proficiency; and as ſoon as any claſs had made ſuch proficiency in grammar as to be able to decline nouns on the various declenſions, and decline verbs through the different moods and tenſes, they ought to be ſet to reading and tranſlating

Corderius. This, however, ſhould be chiefly with a view to exemplify what part of grammar they had acquired; ſtill continuing to advance daily in grammar till they had completed it in all its parts, proſody excepted. During this time they would have read Corderius, Æſop's fables and Eraſmus's dialogues. Notwithſtanding all that has been ſaid by ſome writers on claſſical education againſt the uſe of tranſlations, it would certainly much facilitate the progreſs of youth to read theſe three introductory little books with literal tranſlations. If theſe be judiciouſly taught, the uſe of them ſhould be afterwards laid aſide, at which time they would be prepared for reading Cornelius Nepos. In the reading of this excellent little book of biography, the teacher ought to explain to them the nature and advantages of that ſpecies of writing. Having by this time finiſhed their grammar, as far as proſody; once or twice a day the claſs ſhould read Clark's or Mair's introduction to making Latin; beginning with the eaſieſt leſſons, reading the Latin as it ſhould be rendered, each in the claſs alternately, the ſecond in order obſerving to correct the firſt; the third the ſecond, and ſo on throughout the whole claſs; the teacher not forgetting to applaud ſuch as excelled.

After the book, or the eaſieſt portion of ex-

amples in each rule had been read through in this manner, they might then begin to write it over in exerciſes, at leaſt one each day. When the author had been finiſhed a ſecond time in this manner, they might next write ſuch exerciſes as would require them to chuſe the Latin words themſelves, and thereby be enabled to form a judgment when their choice of words and compoſition were claſſical or otherwiſe. To compleat the courſe of writing exerciſes let them, after theſe already mentioned, have ſome ſelect ſentences or paſſages, from the proſe author they are reading, to tranſlate into Engliſh, and afterwards tranſlated into Latin without any opportunity of conſulting the author, and then let their Latin be contraſted by the teacher with that of their author. Some familiar Latin letters, ancient and modern, tranſlated in this manner would be found highly uſeful.

It is only on account of obſerving at once all that is neceſſary on the ſubject of writing Latin exerciſes, that the full courſe has been here brought into view. The firſt and ſecond ſpecies of theſe exerciſes would only be ſuited to the claſs reading Nepos's biography. After this little author, Cæſar's commentaries on his wars in Gaul and with his country might be next read with advantage; not

only on account of the ſimplicity of the ſtyle, but alſo that the teacher might enable them to mark with reprobation all the perſevering ambition of that bold, and, too ſucceſsful enſlaver of his country.

It would not be too much to aſſign this progreſs of the claſs to the firſt year's attendance in the academy. This however would greatly depend on a proper diviſion of their time and the order and number of the hours of inſtruction. For this purpoſe each academy ought to have a bell and the hours as punctually as the clock obſerved both by the teacher and the taught.

There ought to be two hours ſtudy before breakfaſt, three between breakfaſt and dinner, and three in the afternoon. Theſe hours ſhould be employed in ſuch a manner as beſt tended to expedite the general plan.

After the firſt year, the claſſical ſtudents intended for the univerſity, ſhould devote one leſſon of each day to Greek. In order, however, to prevent this from embarraſſing them or the teachers, one half of them ſhould ſtudy Greek in the forenoon, and the other in the afternoon; by which means, the different tutors would be enabled to keep their reſpective pupils equally divided and employed.

When the proficiency above ſtated had been made, the Latin ſcholars, not intended for the univerſity, might begin French, and ſpend their morning hours in the ſtudy of that languge, and the remainder of the day equally between their Latin and Mathematics; obſerving to accommodate the hours as above mentioned.

In acquiring a proper knowledge of Latin; they ought to read the books already mentioned, Salluſt and a conſiderable part of Livy, with a little of Tacitus. It is a very abſurd practice to ſet boys to reading Latin poetry, till once they are able to tranſlate any proſe author with conſiderable facility.

In this ſtage of their courſe they ought to read, occaſionally, Rollin's Ancient hiſtory and Goldſmith's abridgment of the Hiſtory of the Grecian and Roman republicks. A certain portion of theſe ought to be aſſigned them for reading in their private chambers, and at an appointed hour ſtrictly examined on what they had previouſly peruſed. In the claſſical library of every academy there ought to be at leaſt one copy of Potter's Antiquities of Greece, Kennet's Roman Antiquities and Tooke's Pantheon, to which the ſtudents ſhould be occaſionally referred for a fuller explanation of ma-

ny of the rites, ceremonies, inſtitutions, manners and cuſtoms of thoſe diſtinguiſhed republicks, than might be in the power of the teacher to communicate as often as they occurred in their reading of the various claſſicks.

At the termination of the firſt year of the courſe in the County Academies, the ſtudent being ſo far maſter of Latin grammar, as to change his application to it during the morning hours to the acquiſition of Greek grammar; it would be an object highly worthy the attention of the literary board, to ſelect the moſt deſervingly approved grammar of that language. It would, however, be an improvement on every Greek grammar known to the writer of this Eſſay, if the rules were in Engliſh, and rendered as conciſe as poſſible. Great eaſe and advantage have ariſen to ſtudents of Latin, ſince the grammar of that language, the examples excepted, have been taught in Engliſh, and there appears no reaſon why it would not in an equal degree facilitate the learning of Greek.

At the termination of the ſecond year of this courſe, by the application of the morning hours alone to exerciſes and grammar, and one half of the day, either forenoon or afternoon ſeſſion, to the

Latin claſſics, the ſtudent might be qualified to read Latin proſe with facility; tranſlate, at leaſt his author for making Latin, with conſiderable correctneſs, and alſo have acquired a competent knowledge of the Latin and Greek grammars.

On the commencement of the third year, ſuch proficiency being made; thoſe who were deſigned for the college or univerſity might properly be introduced to the ſtudy of French for the morning ſeſſion. One ſhort leſſon in Latin and another in Greek for the one half of the remaing day, and mathematicks continued for the other, agreeably to the plan already ſuggeſted.

To ſuch as are in a great meaſure unacquainted with the education of youth, ſo many different ſubjects of ſtudy on the ſame day, may appear too embarraſſing. But experience has not left this ſo long a ſubject of mere theory. It can be proved that, by a proper diviſion of the day, different ſubjects of ſtudy, inſtead of embarraſſing or retarding the pupil, tend both to expedite the literary courſe, and at the ſame time to relieve from that irkſomeneſs which cannot fail to ariſe from a long attention to one ſubject. It alſo has the effect of rendering the ſtudents, ſo educated, equally ready in every ſubject of literature to which they have applied. When

conducted on a different plan, how often do we find youth loſing conſiderably their knowledge of one language, branch or ſcience, ere they have acquired another.

During the third year's ſeſſion at this ſeminary, the claſſical ſtudents ſhould begin to read Latin and Greek poetry. In order to this the rules of proſody ſhould be carefully committed to memory, and the Greek and Latin authors read on the following plan. On the ſuppoſition that a competent ſkill has been acquired in Greek and Latin proſe, let the various kinds or ſpecies of poetry and verſification be attended to in the ſame manner as was recommended in reading Engliſh in the primary ſchools. Agreeably to this plan the Bucolicks of Virgil ſhould be read with the Idylls of Theocritus; part of the ſelect odes of Horace with a few from Anacreon and Pindar; the Georgics of Virgil with Heſiod, and the Æneid with the Iliad of Homer.

In order alſo to be acquainted with the ſtate of Dramatic poetry among the ancients, one or two of the moſt celebrated performances in each language might be read; but it does not appear that a long attention to that ſpecies of compoſition would be either proper or improving.

As almoſt all the Latin poets were cloſe imitators of the Grecian bards, it would certainly tend highly to the advantage of claſſical literature, ſince Greek and Latin are generally read together, to combine thoſe of the ſame ſpecies of poetry and verſification; and it would appear ſtrange that this method of proceeding has not long ere now been adopted in reputable ſeminaries.

It would not only enable the pupil to underſtand both with greater eaſe, but alſo qualify him for making a critical eſtimation of their reſpective merits, and at the ſame time afford a more clear and competent knowledge of the ſtate of the various ſpecies of poetry and compoſition in thoſe languages.

In order that the ſcholar may be enabled to read a few of the ancient poets with a juſt taſte, as well as underſtanding; his knowledge of the principal figures in Rhetoric, firſt taught at the primary ſchools, ſhould be revived, and a criticiſm on ſome of the moſt diſtinguiſhed paſſages of each author occaſionally preſcribed as an exerciſe.

The mathematical department of the county academy ſhould be conducted on the ſame plan, as in the primary ſchool. Thoſe, whoſe education was not to extend farther than the academy, ſhould

be made thoroughly acquainted with all the practical branches; the uſe of the globes, geography and as much of aſtronomy at leaſt as is connected with that ſcience. And thoſe who were intended for the univerſity ſhould be perfectly taught the elementary parts; plain and ſpheric trigonometry, algebra and conic ſections, with their application to the higher mathematicks.

For thoſe who had acquired a tolerable knowledge of Euclid's elements; and alſo of Greek, it might be highly uſeful to demonſtrate a few of the leading propoſitions of each book in the original.—This would not only more thoroughly impreſs them on the mind; but if properly directed, from the accuracy of the mathematical language, would ſerve the important purpoſe of inſtructing the Greek ſcholar in the correct uſe and application of the various prepoſitions and particles of that copious language.

As the ſtudents in the county academies would have made ſome progreſs in the primary ſchool in mathematical ſtudies, it may be rationally inferred that an attention to mathematicks for one half of the day would, during the term of three years in the County Academy, render their proficiency equal to what has been here ſtated. But as the claſſical

ſtudents deſigned for the univerſity would have mathematicks to attend alſo in the State college, they would there have an opportunity of purſuing their improvement in the ſciences founded on them ſtill farther, and on this account, at the expiration of the third year, they would have finiſhed their courſe at the Academy, and be properly prepared for entering the State college. Such as were not deſigned for that ſeminary might be continued a year or two longer.

THE claſſical and mathematical teachers in the County Academies ſhould have the accommodation of the ſtudents with Boarding, each to have an equal ſhare. The prices to be fixed by the State Preſident, County Rector, and ſuch other patrons and viſitors as might be thought neceſſary.

THE two head maſters ſhould be obligated to keep aſſiſtants in proportion to their number of pupils ſubject to the regulations of the Board of Education.

THE office of the County Rector, who ſhould alſo preſide in the County Academy, would be not only to viſit the primary ſchools, on their publick examinations, as has been already ſtated; but he ſhould alſo, except when abroad on that buſineſs,

examine once a week, or try the ſeveral claſſes, whether claſſical or mathematical, in the Academy, on their proficiency, at the ſame time delivering them a ſuitable lecture on the importance of what was the object of their ſtudy, accompanied by ſuch other admonitions and obſervations as would tend to their improvement both in literature and conduct.

A Rector's Hall in the Academy, contigious to his own apartments, would be neceſſary for this purpoſe; and it would certainly be a great encitement to induſtry if the ſtudents found that they had weekly to ſubmit to ſuch a reviſal of their ſtudies. The Rector might alſo occaſionally deliver them a courſe of lectures on natural, and afterwards on literary and civil hiſtory, on ancient and modern manners, and the conduct of life, which in this ſtage of their courſe would contribute greatly to their improvement, not only in their knowledge of books, but of the world.

PUBLIC examination ſhould be held thrice in the year. The firſt about the beginning of the new year; the ſecond in May, and the third about the middle of Auguſt. On the two firſt, a week's vacation ſhould be allowed, and in Auguſt two weeks, that being a ſeaſon which requires a little indulgence.

Previous to theſe examinations, the youth ſhould occaſionally be prepared in proper exerciſes of elocution, and after their claſſical and mathematical examination during the day, deliver them in the evening, in preſence of their parents, guardians or ſuch other company as ſhould chuſe to attend on thoſe occaſions. Having been exerciſed in the ſame manner in the primary ſchool on the eaſieſt leſſons in elocution, thoſe for the County Academy ſhould be adapted to their abilities and proficiency, avoiding theatrical licentiouſneſs, and ſtudying only gracefulneſs, energy and accuracy of pronunciation. The county rector and the two head maſters would have to ſelect ſuch pieces as were beſt ſuited to the abilities of the ſeveral youth, whether natural or acquired. Should one day be found inſufficient to go through the buſineſs of thoſe examinations, they ought to be continued for two or even three days, affording to every claſs in the Academy an equal opportunity of exhibiting its progreſs. As in the primary ſchool, ſo alſo in the academy, honorary prizes ſhould be impartially conferred on ſuch as excelled; and for this purpoſe regular catalogues ſhould be kept by the maſters, of all the youth in the Academy, having proper columns oppoſite their names, ſpecifying the authors they were reading,

or the progreſs they had made at the end of each examination, marking with an aſteriſm ſuch names as had obtained prizes, or had given proofs of uncommon induſtry and application. Theſe catalogues ſhould be put up to publick inſpection at the next ſucceeding examination.

The prizes conferred might either conſiſt of ſuitable books provided for that purpoſe, or of a piece of green or blue ribbon to be worn on the breaſt, having ſtamped on them the name of the Academy, and having the words "*Merui Laudem*" inſcribed on them for the motto. They might alſo be numbered ſo as to exhibit different degrees of merit or induſtry.

In conferring ſuch prizes in this or any other of the ſeminaries under the inſtitution, it would be beſt to pay peculiar attention and reſpect to diligence and conduct. The youth poſſeſſed of the beſt natural genius, and yet averſe to application merits not publick approbation, at leaſt, in the ſame degree as the proficient by means of extraordinary diligent exertions; tho' then ſome prizes might be properly conferred on ſuch occaſions for ſudden and extraordinary efforts of genius, yet the general object of them ſhould be underſtood by the ſtudents

as a reward for that proficiency which ariſes from habits of perſeverance and induſtry.

The proficiency of the ſtudents who had compleated their three years' courſe at the Academy as here laid down, ſhould conſiſt, in addition to what they had acquired at the primary ſchool, in a tolerable knowledge of the Latin and Greek languages, ſo as to tranſlate with propriety and eaſe either proſe or verſe, to be able to write Latin, if not claſſically, at leaſt grammatically; a like knowledge of the French language; a tolerable acquaintance with ancient and modern hiſtory, geography, with ſuch a knowledge of proſody, Greek and Roman antiquities, rhetorick, criticiſm and compoſition, as is neceſſary to read the claſſicks with propriety and taſte.

In addition to the rudiments of Mathimatics previouſly acquired, they ſhould by this time have alſo attained a thorough knowledge of Euclid's elements, at leaſt of the firſt ſix and the eleventh and twelth books; Conic ſections, Algebra with its application to Geometry, and plain and ſpheric Trigonometry. Such ſtudents as were to be prepared for immediate buſineſs, and, as already ſuggeſted, not intended for the State college, might receive a leſs

ſcientific courſe of mathematics, ſo that they could devote more of their ſtudies to the uſeful or practical branches. It might be neceſſary that ſuch continue a year longer at the County Academy.

THROUGH the whole of the term allotted to this ſeminary, it would be proper, occaſionally, to give the ſtudents a view of what conſtituted the compleat ſcholar and man of ſcience. It is often found very diſcouraging to youth that they have laboured for months at ſome of the moſt abſtruſe elements of ſcientific inſtruction, without being able to judge of their utility to their future acquiſition. This office would with great propriety belong to the Rector, who, in his weekly lectures, as already ſuggeſted, ſhould occaſionally exhibit that connection which ſubſiſts between the ſeveral departments of knowledge, and the dependence which the higheſt or moſt uſeful arts have on the elementary branches of ſcience.

SUCH a view, it may be reaſonably preſumed, would prompt the ſtudent to proceed with greater alacrity, while at the ſame time it would ſerve to throw light on the darkeſt and moſt diſagreeable parts of his literary courſe.

OF the three boys admitted into each of the primary ſchools, at the expence of the publick, on

compleating their courſe, each County Academy ſhould receive at leaſt five of ſuch as diſcovered the beſt genius and diſpoſition for literary inſtruction, on the conditions formerly ſpecified. But it would be beſt to have it entirely unknown to the ſtudents in general, or even to theſe youths themſelves, at leaſt in this ſtage of their progreſs, what were the terms of their admittance, or that they were on any other foundation than their fellow ſtudents. Five of ſuch pupils, admitted into each County Academy in the ſtate, and ſelected from thoſe who diſcovered the beſt abilities and moſt amiable diſpoſitions throughout the different pariſh ſchools, would, as has been already hinted, train up an adequate number of teachers to ſupply every vacancy in the whole ſyſtem. Even ſuch as could not be admitted into the County Academies would have acquired as much at the primary ſchools as would render them highly uſeful to ſociety and to themſelves; and by admitting ſuch as diſcovered the brighteſt genius into the State College and National Univerſity, an ample field would be offered even the pooreſt in ſociety, for exertion in literary improvement and the attainment of whatever can tend to call forth the moſt diſtinguiſhed merit, equally conducive to their own happineſs and that of the community.

Section Ninth.

On Exercises of Amusement during the terms of Relaxation from Study.

———Sunt etiam nonnulli acuendis puerorum ingeniis non inutiles Luſus.

Quintil.

PREVIOUS to entering on the ſubject of the State Colleges, it may be proper to make a few obſervations on the manner in which the youth ſhould conduct themſelves in the hours of relaxation.

During theſe hours they are indeed ſeldom at a loſs for ſubjects or exerciſes of entertainment.—Some of theſe, however, are certainly more eligible than others, and have a greater or leſs tendency to give the mind a frivolous or effeminate bias on the one hand, or if well choſen, a manly and vigorous reſolution on the other. All playful exerciſes of the latter caſt, if moderately indulged, are ſalutary to youth. Swimming is an almoſt indiſpenſible qualification, and the ſituation which affords a ſafe opportunity of their acquiring it, is in ſo far entitled to a preference. It is a duty not unworthy the careful tutor to point out to youth from time to time as they advance in years, the proper diverſions, exerciſes and amuſements ſuited to thoſe of their years, and views in life. On every ſpecies of gambling

they ſhould be taught to look with not only contempt, but abhorrence, and to view all exerciſes perverted by that ſpirit as the ſeminaries of corruption, as calculated to blaſt the faireſt feautures of the human mind.

THEIR recreations, however, ſhould be laid under no reſtraint, until their underſtandings be convinced that it is ſalutary; becauſe their amuſements ceaſe to be ſuch, if they are not free and voluntary. Exerciſe and temperance are neceſſary both for the vigour of body and mind, and to theſe important ends ought even their recreations to be directed. With ſuch they ought to have ſufficient time to ſatisfy themſelves even to fatigue, and ſuch muſcular exertions as ſhould tend to promote the growth, hardineſs and ſtrength of the body.

ALTHOUGH, in general, it might be moſt proper to leave youth to the choice of ſuch diverſions as were moſt agreeable to them, eſpecially while at the primary ſchool; yet on their advancing in years, and after having entered the County Academy, it might be ſuggeſted to them that even their amuſements ſhould diſcover ſome marks of their improvement, and progreſs in knowledge.

AT this ſtage of their proficiency, then, it

would certainly conſtitute a very eſſential part of inſtruction if, during their recreative hours, they ſhould be taught the manual military exerciſe, with all the marchings and manœuvres in the practice of that art. This extended to every County Academy in the United States, while it occaſionally afforded a very agreeable exerciſe and amuſement to the youth, would alſo train them up to the capacity of being ſerviceable to their country. The very exerciſe would inſpire them, at that age, with ſuch patriotic ſentiments, and accompliſh them with ſuch military adroitneſs, as might be one day of the higheſt advantage to the nation.

It is only from the idea of the eſtabliſhment of a general Uniform Plan of Literary Inſtruction throughout the United States that this mode of directing the amuſements of the youth, can lay claim to general approbation. Conſidered, however, in this view, it would at leaſt be entitled to the attention of the Board of Education who by the direction of government might extend it to what degree ſhould be thought moſt ſalutary, both for the youth as individuals, and the intereſts of the community.

It perhaps would not be moſt adviſeable to put arms into the hands of the youth for the purpoſe of

learning the manual exercise. Sham guns with tin barrels and ramrods, so made as *to tell*, when they exercised, would be cheap and answer the purpose so far, as well as real ones. On occasions of publick examinations, there might also be a review of their military manœuvres, which, were no other advantage to be the consequence, would at least teach them habits of moving and walking upright and with graceful ease and dignity. It might not, probably, be difficult to procure a person in the vicinity of each Academy, capable of instructing them in such discipline; it would be most eligible, however, could it be done by some one of the assistant tutors in the seminary.

Section Tenth.

On the State Colleges.

——Et ætas altioribus Jum Disciplinis debita, in Schola minore subsideat.

Quintil.

As has been elsewhere observed, it is a favourable circumstance for the establishment of an uniform plan of National Education, that in almost every State of the Union, a College has been instituted on a liberal scale. Such States as have not yet been

able to found ſuch ſeminaries, it is to be hoped, may alſo be ſoon in a condition to follow the excellent example of their brethren.

It does not appear that it could operate contrary to the intereſts of thoſe colleges to adopt an uniform plan of Education under the direction of a Literary Board. Should ſome ſuch plan, as has been here partly ſketched, be adopted, a competent number of ſtudents ought to attend the colleges from their own reſpective ſtates. But whether it would be beſt to reſtrict the youth of each ſtate to their own college, or to allow them to attend wherever they might prefer in a different ſtate, ſo as to have a change of air and climate, would require the mature deliberation of the Government, and the Board of Education. The privilege however of attending any State College the parents might prefer, could not, conſiſtently with the claims of natural liberty, be denied; and it does not appear that it could militate againſt the general plan, in as far as concerned the mode of education, as that and alſo the terms of admittance, both with regard to the proficiency of the pupils and the prices of boarding and tuition, ſhould be perfectly the ſame throughout the different Colleges.

It ought, however, to be an important object of attention with every State Legiſlature, to patronize and encourage, by all proper means, the Colleges and Seminaries of their reſpective States; and were this done, could they be once brought to be as jealous of their Literary as of their National character, it would be ſeldom, except on account of health, that parents would incline to place their ſons at the ſeminary of a different ſtate.

Those Colleges being properly endowed; provided with a principal and profeſſors, and in every reſpect prepared for the reception of ſtudents from the County Academies, they ought to be admitted only on the following conſiderations:—

First, That they ſhould have previouſly gone through the courſe of education preſcribed by the Primary ſchool and County academy; or if inſtructed by private tuition, that their progreſs ſhould be equal to, and on the ſame plan with, ſuch as were taught at thoſe ſeminaries.

Secondly, That none, educated either publickly or privately, ſhould be admitted, but ſuch as on publick examination ſhould give ſatisfaction both in their claſſical and mathematical proficiency.

THIRDLY, That all ſtudents in the State Colleges ſhould at leaſt be intended for a triennial courſe, which, as nearly as poſſible, ought to be from the cloſe of the fifteenth till the expiration of the eighteenth year of their age.

THIS courſe of literary inſtruction ſhould be ſuitably and progreſſively adapted to the time or number of years. During the firſt year's ſeſſion the ſtudies of each day ſhould be divided between the Greek, Latin and French languages, and mathematicks. But the plan of reading theſe claſſicks ſhould be, in ſome reſpects, different from what was purſued in the Academies. It might be neceſſary for the profeſſor to read only a ſmall portion of each author, and that rather from a view to criticiſm on that ſpecies of compoſition, than the acquiſition of the language, in which by this time the ſtudent ought to be a tolerable proficient. Exerciſes from this view ought to be frequently preſcribed in all theſe languages, and critical eſſays on particular paſſages occaſionally required from every ſtudent without exception. One half of the hours aſſigned to ſtudy each day ſhould, during this ſeſſion, be ſpent in theſe exerciſes of claſſical criticiſm, and the remaining devoted to the completion of the mathematical courſe; in ſuch a manner as ſhould be preſ-

cribed by the Literary Board. The elementary parts of mathematicks being acquired at the Academy; during this ſeſſion the ſtudents ſhould be introduced to the moſt uſeful practical branches, comprehending menſuration of various kinds, ſurveying and navigation, gunnery and fortification.

On one day, in each week, which might probably be moſt ſuitable on Saturday, the Principal having all the ſtudents aſſembled in the common, or moſt ſpacious Hall of the College, ſhould deliver to them a ſuitable lecture on morals and conduct, illuſtrating the effects which education ought to have on them; demanding alſo an account, from ſuch of the ſtudents as he might chuſe, an account of their proficiency thro' the whole week. Though it would be impoſſible to interrogate the whole in this manner, yet were a few different individuals ſo catechiſed each publick hall day, every one would be led to expect that it might poſſibly fall to his lot, and conſequently would be led to make the neceſſary preparation.

Either the Principal or Profeſſor of claſſical learning or belles lettres ſhould, occaſionally on ſtated days, during this ſeſſion, deliver a courſe of lectures on the hiſtory of Literature; the manners and cuſtoms of the Greeks and Romans; and to-

wards the end of the ſeſſion, on taſte, criticiſm and compoſition.

A Lecture of an hour's length would be ſufficient every ſecond day; the ſtudents ſhould take notes, and, on the day on which there was no lecture, that hour ſhould be ſpent by the profeſſor in examining them on the ſubject of the laſt lecture.

The mathematical profeſſor, in like manner, ſhould have, each week, ſome hours allotted for recapitulation. It is eſſentially neceſſary, in order to impreſs literary, and eſpecially mathematical ſubjects, on the minds of youth with laſting advantage, that their memories be frequently exerciſed in the repetition of what they have already attained.

In order that the ſtudents in the State Colleges ſhould have time to mix a little in ſociety, ſee their friends and know ſomething of the world as well as books, the vacation between each ſeſſion ſhould be extended to a longer duration than in the primary ſchool, or county academy. They might from theſe views properly open the firſt of September and cloſe the laſt of June each ſeſſion, allowing alſo a ſhort vacation of two weeks always at the beginning of the new year.

In the ſecond ſeſſion of this courſe, the ſtudents in their morning hours ſhould compleat their courſe of claſſical reading and criticiſm during the firſt half of the ſeſſion, and in the other half be introduced to a conciſe view of rhetoric, logic and moral philoſophy, during the forenoon ſtudies; and continue through the whole of their courſe in the evening hours the compleat attainment of mathematicks, and particularly in this ſeſſion geography by the uſe of the globes; the laws of motion, the mechanical powers, and principles of aſtronomy. During this ſeſſion alſo, on the ſame plan as in the preceeding, lectures both by the Principal and Profeſſors adapted to the ſeveral ſubjects of ſtudy would become ſtill more neceſſary; would afford the ſtudents ſome kind of relaxation from the intenſity of cloſe and retired application, and tend alſo to animate them to proceed with greater alacrity and emulation.

As Rhetoric to a certain degree had been introduced at an earlier ſtage of the literary courſe it would now require only a brief attention. Logic would only be neceſſary in as far as it explained the ſeveral powers and operations of the human mind; and for this purpoſe along with a compend of logic ſhould be read Lock's admirable Eſſay on the human underſtanding; and Bacon's Novum Organum.

It might be ſufficient to give the ſtudent a view of the ancient modes of Socratic and ſcholaſtic reaſoning; but his time ought to be conſidered as two precious to be ſpent in acquiring a knowledge of all the logical laws or forms of the ſyllogiſm. *A thorough knowledge of Euclid's Elements* is preferable to the beſt ſyſtem of LOGIC that ever was taught.

MORAL Philoſophy, under the ſeveral views of Natural Theology, Œconomicks and Juriſprudence, would afford much entertainment and inſtruction; but it does not appear that in a ſeminary of literary education, any farther attention to it is neceſſary than what ſhould inculcate a ſcientific view of it in all its parts. The ſtudy of the various moſt approved ſyſtems of moral philoſophy may be more properly aſſigned to the ſhades of domeſtic reading and retirement. From this conſideration it is preſumed that in the laſt five months of this ſeſſion the ſtudent may have acquired a competent view of logic and moral philoſophy, during the morning hours of each day.

THROUGHOUT every part of this courſe, and on every leading or moſt important ſubject, the ſtudents ſhould be required to write and produce Eſſays, which at proper ſeaſons ſhould be partly read

and criticiſed by the principal and profeſſors, as well with regard to the matter as the manner of compoſition.

As youth in purſuit of literary knowledge can not be too much exerciſed in compoſing Eſſays, ſuch exerciſes ſhould be preſcribed as prize eſſays to be determined or adjuſted at the cloſe of each ſeſſion. Such as obtained the prize might be ſpoken or read before the literary characters of the State, the patrons of the College, and what other audience might be aſſembled on thoſe occaſions.

The prize eſſays or diſſertations ſhould, in a publick ſeminary, be as various as the different ſubjects of ſtudy; ſo that an ample field for excellence and emulation ſhould be afforded to thoſe of every deſcription of genius and proficiency in claſſical, critical, mathematical and philoſophical reading.

On the opening of the third and laſt ſeſſion of the courſe of this ſeminary, the ſtudents would be prepared for turning the chief part of their attention to Natural Philoſophy. A conciſe ſyſtem of it, in all its parts, ſhould be taught experimentally during this ſeſſion, at leaſt for two hours each day, and a ſuitable apparatus ſhould be provided for this purpoſe. Each State College ſhould alſo have an ob-

ſervatory and a proper apparatus for making aſtronomical obſervations.

Occasionally during this ſeſſion the proper profeſſors ſhould continue lectures on the various branches formerly acquired; and each ſtudent deſigned for the National Univerſity ſhould be prepared for taking a Batchelor of Arts' degree.

Though Natural Philoſophy ought principally to engage the attention during this year, yet the ſtudent ought carefully to attend, at the proper hours, on the profeſſor of claſſical learning and belles lettres, and alſo on the profeſſor of mathematicks, in order to be perfected in the higher branches eſpecially as they are ſubſervient to the more uſeful, as well as the more ſublime, ſciences.

At the end of the courſe, ſuch as intended to ſtand candidates for a diploma or degree ſhould give in their names to the principal, who, after an impartial and ſtrict examination in the claſſicks and various ſciences, ſhould confer on them their degrees according to the uſual forms. But in order to promote the intereſts of, and give the greater dignity to, the National Univerſity, no degree higher than that of Batchelor of Arts ſhould be conferred at any of the State Colleges.

As youth advance in years, their amuſements ſhould proportionably become more manly and dignified; ſo that while at this ſeminary, I would have the recreative hours of their firſt ſeſſion ſpent in learning to dance, and in acquiring a poliſhed addreſs in converſation and manners. It would appear that the profeſſion of teaching dancing, might be extended to a much more important degree of dignity as well as advantage, at a ſeminary of publick inſtruction, than it commonly is in the domeſtic ſcenes of ſociety. This is not to be underſtood as inſinuating that the Dancing maſter ſhould be more reſpected than any other teacher or profeſſor. This is already what the flippant airs and forward addreſs of the greater part of theſe gentry too generally ſecure them from ſuch as are diſpoſed to be more captivated with external appearances than inward merit. But what is here deſigned to be inculcated is, that it would be a great acquiſition to a place of publick inſtruction, could ſuch tutors be procured, as would teach dancing, a poliſhed addreſs in converſation, and alſo the proper attitudes, geſtures and actions in elocution.

On the ſecond ſeſſion at this ſeminary, the ſtudents' hours of amuſement, which from the courſe here laid down could not be many, might be properly ſpent

in learning muſic; and on the third ſeſſion, muſic and fencing. Were proper maſters in teaching theſe ſeveral ornamental accompliſhments conſtantly procured and patroniſed, it is preſumed that the ſtudent would, at the expiration of this courſe, be properly qualified either for purſuing his literary courſe to the very higheſt ſtage of improvement at the National Univerſity; or to commence his intercourſe with the world as a ſcholar; a man of buſineſs, or a gentleman.

Section Eleventh.

On the National University.

Quid enim Munus Reipublicæ majus meliusve afferre poſſumus quam ſi docemus atque erudimus Juventutem?

Cicero.

THERE appears to be no object on which a great, extenſive, and enlightened, Commonwealth could with more propriety and juſtice exhibit, even to ſome degree of exceſs, its munificence, than in founding, endowing and ſupporting a ſuitable ſeat of national improvement in literature and eruditi-on. Objects of publick proſperity in manufactures, commerce and inland navigation have every claim to publick and private patronage and encourage-

ment; but even theſe are ſurely of no more than ſecondary importance, when compared with what is eſſential, in elevating, enlightening, and dignifying, the human mind. As far as the mental powers of man and the means neceſſary to ſtrengthen, encreaſe and envigorate, thoſe powers, are ſuperior to mere bodily endowments and the means of pampering theſe; ſo far ought inſtitutions for mental improvement to be encouraged, as ſuperior to every other conſideration or ſubject of publick advantage.

To found, however, a National Univerſity on any other plan, than as the conſummation of ſome ſuch ſyſtem as the preceeding, would be in a great meaſure to circumſcribe its advantages to the community.

Such a Univerſity could with propriety be only calculated for inſtruction in the higher departments of literature, and vain would be the effects of ſending youth to ſuch a ſeminary without due preparation.

It is owing to this neglect, that ſo many of the Univerſities in Europe have been ſo ineffectual and fruitleſs in their general operation, as they have hitherto proved. Such as attend after a proper preparatory courſe, have reaped all that advantage from

them they have expected; while ſuch as were admitted when deſtitute of due qualifications, have paſſed through the ſyſtems of inſtruction, and remained nearly as ignorant as when they commenced.

But a National Univerſity, placed at the head of the foregoing plan, and connected with every branch or ſeminary of the general ſyſtem, would tend, not only to finiſh or conſummate the whole literary courſe, but alſo to confer upon it that national dignity and importance, which ſuch a combination of public patronage and intereſt would juſtly expect and merit. It would thus conſtitute the fountain head of ſcience, that centre to which all the literary genius of the commonwealth would tend; and from which, when matured by its inſtructive influence, would diffuſe the rays of knowledge and ſcience to the remoteſt ſituations of the United government.

Considered in this point of view, and the different ſeminaries connected with it, it would reſemble that great ſource and centre of light to the Natural world which, together with the primary and ſecondary bodies enlightened and preſerved by its influence, form that wonderful, that harmonious ſyſtem, which juſtly excites our adoration of him, who is the great ſource of all knowledge.

THE local ſituation of the National Univerſity ought to be centrical, and well choſen with regard to healthineſs and convenience. It might be of advantage in ſome reſpects to it, to be contiguous to the ſeat of government, in order that the youth, having an opportunity of occaſionally ſeeing the Grand Council of the nation, ſhould be animated by that patriotiſm which they in their turn might on a future day be called upon to exerciſe for their country.

THEIR contiguity alſo to the collected wiſdom and reſpectability of the legiſlative body might, when conſidering themſelves as almoſt ſituated under their inſpection, be the means of enciting them to that laudable emulation which is ſo conducive to literary improvement.

BUT tho' it might be moſt eligible that the ſituation of ſuch a ſeminary be contiguous to the ſeat of government, it does not appear that it ought to be within the confines of a great or populous city. In theſe in general, there abound too many ſcenes of ſeduction, too many examples of profligacy, and too many opportunities of vicious corruption. A few miles diſtance from ſuch a city and alſo from the ſeat of government might occaſionally afford all the advantages *both* offered, without ſubjecting

the youth to any danger of acquiring diſreſpect for the one, or being ſeduced by the temptations of the other.

The Univerſity buildings, in magnitude and ſtyle of architecture, ought to be ſuitable in every reſpect to the important purpoſes for which they were deſigned, and alſo to the character and dignity of the nation. The ſuitable plan and extent of theſe buildings, would properly come under the direction of the general government and Board of Education. It may not, however, be inconſiſtent with the deſign of this Eſſay to throw out a few hints even with regard to theſe accommodations.

The following are the principal buildings that ſhould be compriſed under the general plan: Proper apartments for the Preſident and Vice Preſident of the Univerſity, and contiguous to theſe a great room or hall for the faculty of profeſſors to aſſemble in, on the buſineſs of the Univerſity; in which alſo the ſtudents ſhould be matriculated and the ſeveral degrees conferred after the proper examination by the faculty.

There ought to be alſo a very large and ſpacious Publick Hall, ſufficiently capacious to contain, on proper occaſions, all the ſtudents of the

Univerſity; the faculty of profeſſors, and alſo any reſpectable aſſemblage of ſpectators or audience that might occaſionally be introduced.

A commodious, well deſigned and fitted-out claſs-room, for the profeſſor of each particular Art or Science, would be neceſſary, furniſhed with ſuitable pews, properly arranged and numbered; and alſo with a reſpectable deſk or pulpit for the profeſſor, together with ſuch preſſes or other receptacles for books, and ſuch other apparatus as would be neceſſary for him during the hours of inſtruction.

Convenient houſes or apartments ſhould alſo be provided for all the various profeſſors in the arts and ſciences, and it might be moſt eligible, that each of their claſs-rooms ſhould be contiguous to, or adjoining, their private apartments. A ſteward's houſe would alſo be neceſſary, in which department of the buildings it would be requiſite to have a competent number of kitchens and ſpacious dining-rooms, and over theſe, lodging rooms for the ſtudents. Under the direction of the ſteward, but ſubject to the authority and government of the faculty, the ſtudents ſhould be accommodated with boarding and lodgings. Under the Steward there ought alſo to be a Chamberlain, whoſe office it ſhould be, by the aid of his ſervants, to keep all

the Halls, claſs-rooms and lodging-rooms clean, in good order and ſupplied in the winter with fire, candles, or whatever elſe ſhould be neceſſary.

The buildings ſhould alſo comprehend a houſe for a Publick Library, a Muſeum, and alſo proper apartments for thoſe who taught the ornamental arts, eſpecially a Hall for Painting, another for Muſick, and a third for Statuary. It might alſo, in a ſeminary of this kind, be uſeful to introduce ſome of the moſt ingenious of the mechanical arts. A Printer of the very firſt abilities and reputation could not be diſpenſed with, who ſhould be furniſhed with proper accommodations for carrying on that buſineſs, and who ſhould keep a book-ſhop well ſupplied with ſuch books and ſtationary as would be neceſſary for the ſtudents attending the Univerſity.

The front or elevation of the Univerſity buildings would from this view be properly deſigned for accommodating the preſident and vice preſident; the large hall or room for the faculty to meet in on the buſineſs of the Univerſity, and alſo for the great Publick or Common Hall, for accommodating occaſionally the whole Univerſity.

The ſeveral Profeſſors' houſes, with their reſpective claſs-rooms ſhould, in the manner of wings, extend rere-wards, ſo as that, being at right angles with the front-building, on each end, they together with it would form three ſides of a ſquare of buildings. They ſhould however be ſet at a diſtance ſo remote, that the inner area formed by them, ſhould be ſufficiently capacious for the following plan of buildings:

At the breadth of one hundred feet from each range of that ſquare in the area, another ſhould be built for the accommodation of the ſteward and chamberlain, the neceſſary kitchens, dining rooms and lodging rooms for the ſtudents.

Within this ſquare, at a proper diſtance ſhould be a third, which would neceſſarily be diminiſhed in its dimenſions, for the accommodation of the teachers of the ornamental arts, with their reſpective Halls, and alſo for the Printing-office and book-ſhop. On the moſt central part of the buildings a magnificent ſteeple ſhould be erected with a proper bell. On the top ſhould be a cupola or dome fit for an Obſervatory, and ſufficiently large to admit of an Aſtronomical apparatus in the firſt ſtyle of improvement.

THE ſmoke, however, ariſing from the ſurrounding buildings might be found an obſtruction to this part of the plan. In this caſe the ſteeple might terminate with a ſpire, and an obſervatory would have to be erected ſomewhere contiguous to the Univerſity.

ON the fourth ſide of the external ſquare allotted to the various profeſſors of the ſciences, being oppoſite to the front, might be erected buildings for the Library, Muſeum, &c. Exactly in the middle of each ſide of each of theſe three ſquares of building ſhould be a publick or common entrance, arched over ſo as not to intercept the range, and on each an iron gate to be ſhut preciſely at a certain fixed hour at night. That on the front ſhould be ornamented in a magnificent ſtyle, having on the upper part of the gate on each ſide, in *baſſo releivo*, the Arms of the United States.

THE reaſon that the various profeſſors' houſes have, on this ſketch of a plan, been aſſigned to the outſide ſquare is, that they would find themſelves, with reſpect to gardens and other conveniences, moſt advantageouſly and comfortably ſituated in that manner; and would alſo thus form an incloſure round the youth lodged in the inner ſquares of the buildings, ſo that when proper order and regulati-

ons were maintained, there ſhould be no egreſs or ingreſs after a fixed hour at night, without the knowledge of ſome of the profeſſors The cenſor general ought alſo to viſit each room, at a certain hour and report the abſent.

In the rear of the building ſhould be an ample encloſure for walks and place of recreation for the ſtudents. Here alſo ſhould be a Botanical garden, containing a houſe for the gardener, and a ſummerhouſe hall for the purpoſe of lecturing upon that ſcience. A building for a chemical laboratory and lecturing hall ſhould be alſo erected in this encloſure, as being better ſecured againſt accidents than if connected with the Univerſity buildings.

In ſome celebrated Univerſities, it is allowed the Profeſſors to board a few ſtudents each, generally the ſons of perſons of diſtinction who can afford to pay an extraordinary price for that privilege. Such ſtudents, building upon their intimacy and intereſt with the profeſſors, commonly aſſume to themſelves a ſupercelious conduct to their fellow ſtudents, and conſequently excite, and too often juſtly, a ſpirit of jealouſy, eſpecially in every general competition for literary prizes or diſtinction.

In order effectually to remove every jealouſy of this nature, all ſtudents at the National Univer-

ſity of the United States ſhould be, with reſpect to publick accommodations, on a footing of impartial equality, and the ſeveral profeſſors prohibited from boarding or lodging any in their families. Any profeſſor detected in acts of partiality from pecuniary or corrupt motives, or indeed on any conſideration, ſhould be immediately diveſted of his office, and accuſations of this nature ſhould be attended to by the Board of Education.

THE faculty of the National Univerſity ſhould be an incorporated body, inveſted with proper authority to make laws and regulations reſpecting the government of the Univerſity and for preſerving peace and order through all its departments. It would, however, ſeem adviſeable that this learned body, as well as the profeſſors in all the other ſeminaries, ſhould be amenable to the Board of Education.

A Principal of the higheſt literay character and well diſpoſed to the office of inſtruction; and alſo a Vice Principal or chancellor of the ſame deſcription, ſhould be placed at the head of this Univerſity, ſupported by ſuch ſalaries as were ſuited to the dignity of their office.

THERE ought to be a Profeſſor of claſſical learning or belles lettres and compoſition; a profeſſor

of Latin and Roman antiquities; a profeſſor of Greek and Grecian antiquities; a profeſſor of Hebrew and Oriental languages; a profeſſor of rhetoric, logic and moral philoſophy; a profeſſor and aſſiſtant profeſſor of natural philoſophy; a profeſſor of mathematicks; a profeſſor of aſtronomy; a profeſſor of hiſtory and chronology; a profeſſor of law and the principles of government, and a profeſſor of elocution and oratory. Beſides theſe, the various profeſſors in the medical department, and alſo the profeſſors of the various ornamental arts, would compoſe that reſpectable faculty to whom the important charge of this ſeminary ſhould be entruſted under the direction of the Literary Board.

All theſe different profeſſors ſhould have fixed ſalaries, ſo that their ſupport ſhould not depend on the precarious attendance of many or few ſtudents in the reſpective ſciences or arts which they profeſſed.

The principal of the Univerſity ſhould have proper and regular accounts kept of the money received from all the different ſtudents for their boarding and inſtruction, which ſhould be added annually to the funds raiſed for ſupporting the inſtitution. Theſe and all other regulations of the ſame nature under the ſanction of government ſhould fall to the direction of the Board of Education.

If the admiſſion only of properly prepared ſtudents into the ſtate colleges has with propriety been recommended on this plan, ſtill more ſtrictly ought this to be attended to in the National Univerſity.

In order to maintain the intereſt of the ſtate colleges, as well as the Univerſity, no ſtudent ſhould be admitted into the latter, but ſuch as brought a diploma or degree from the former, ſo being they were citizens of the United States; and if foreigners, without a proficiency, on ſtrict examination, in claſſical and mathematical learning, equal to thoſe who had gone through their courſe at the ſtate colleges.

On the entrance of every ſtudent, on the conditions above ſtated, it ſhould be the buſineſs of the Principal or Vice Principal to receive, from their parents, guardians or themſelves, ſome information of their profeſſional views in life, and agreeably to ſuch information to direct the courſe of their ſtudies at the Univerſity. The uſeful ſciences ſhould occupy the moſt ſerious hours of ſtudy, and the ornamental be attended for the purpoſe of relaxation.

It would probably be found neceſſary that an exception ſhould be made with regard to the above

terms of admittance, in favour of the medical ſtudents. Their literary proficiency and other preparatory knowledge ought, with great propriety, to be preſcribed and required of them on entering the Univerſity, but it does not appear neceſſary or indiſpenſible that they ſhould have paſſed through ſuch a comprehenſive and ſcientific courſe of both mathematical and claſſical learning as has been aſſigned to ſtudents of another deſcription, whoſe views were not directed to any particular profeſſion, but merely to the higheſt attainment in literary knowledge.—By this, however, it is by no means to be underſtood, that the medical ſtudents ſhould be in any degree deficient in uſeful or polite literature; it only ſuggeſts that moſt of them having to attend ſome practiſing phyſician previous to entering the Univerſity, it would not appear reaſonable to require it as a condition of their entrance that they, ſhould produce a degree from the State College.

The literary or ſcientific improvement of all the ſtudents, whatever were their views, would much depend upon a proper diviſion of their hours of ſtudy; and it ought to be the peculiar province of the vice-principal to direct them in this reſpect.

On every Saturday there ought to be a general meeting of the faculty and all the ſtudents in the

public hall, and a catalogue of the names of all the ſtudents called by the cenſor general for the week. This office the ſtudents, agreeably to the alphabetical order of their names, ſhould diſcharge alternately weekly, the cenſor at the time of calling the catalogue noting carefully ſuch as were abſent.

Each profeſſor ſhould alſo keep the ſame order in his claſs, having a weekly cenſor who ſhould call the catalogue and note the abſent. Theſe catalogues ſhould be laid before the Principal and faculty every Saturday, and the delinquents in abſenting themſelves without a proper apology laid under a ſuitable penalty.

It would appear to be moſt eligible that none of the faculty of the National Univerſity, whether Principals of Profeſſors, ſhould be clergymen of any denomination; or if they were, that they ſhould ſuſpend every clerical function during their being members of that body, and devote themſelves ſolely to their office.

On every Saturday, after the examination of the catalogue with regard to conduct through the week, three of the ſtudents, who had been in their turn nominated orators for the day, ſhould deliver

alternately, from the roſtrum, an oration, not exceeding twenty minutes in length each, on ſome literary or philoſophical ſubject of their own chooſing.—. The manuſcripts of theſe orations ſhould be kept by the faculty, at leaſt till the end of the ſeſſion; and prizes conferred on ſuch as excelled. After the orations they may be diſmiſſed by the Principal with an exhortation to good behaviour, and with prayer.

On the Sabbaths there ought to be divine ſervice in the Publick hall, and as, agreeably to this plan, none of the profeſſors ſhould act as clergymen, two Univerſity chaplains ſhould be annually choſen to officiate alternately. To prevent any idea of religious partiality, theſe chaplains ought to be of different denominations of proteſtants; as is commonly obſerved in chooſing chaplains for the houſe of congreſs. It would be moſt commendable alſo that they ſhould be young clergymen, without any parochial charge, who might wiſh, on account of improvement, to reſide in the Univerſity a ſeſſion or two, even after being admitted to the miniſtry. Unprovided, for young clergymen thus choſen alternately by the faculty, eſpecially ſuch as had been educated on this plan, ſhould be preferred; and in thus receiving a ſuitable ſalary would be greatly ſerved

thereby as individuals, and it would alſo be ſerving the religious intereſts of the community.

THE whole faculty ſhould, with the utmoſt ſolemnity, attend on divine ſervice, in a body; and an elevated and reſpectable pew ſhould be provided for them in the hall, as well for their accommodation on this, as on other publick occaſions.

A few of the youth educated at the public expence, who had taken a degree at the State College, ſhould alſo be admitted, on the ſame foundation, to the National Univerſity. Their courſe of ſtudy ſhould alſo be directed by the Principal, agreeably to the plans or conditions already ſpecified.

AT the end of a triennial courſe at the Univerty, ſtudents properly qualified ſhould obtain a maſter of Arts' degree. No fee whatever ſhould be demanded by the faculty for any degree whatever, more than merely paid the expence of having the diploma made out in a proper manner. From a Univerſity of ſuch dignity every cauſe of ſuſpicion ſhould be removed that any degrees were conferred from any other motive than real merit.

A degree of doctor of phyſick, or doctor of laws, might be conferred by the faculty; but it does not appear proper that it ſhould confer a degree of

doctor of divinity, more eſpecially, if, as previouſly obſerved on the foregoing plan, it ſhould be conſidered moſt eligible that Theological ſtudents, after their philoſophical courſe, ſhould not be taught in the Univerſity of the United States. Clergymen of any denomination ought ſurely to receive that honorary diſtinction with more propriety from the higher judicatures of their own body, than from one, many members of which might be probably little acquainted with theological merit or ſubjects of divinity.

Agreeably to the uniform plan here laid down, ſtudents entering the Univerſity at the expiration of the eighteenth year of their age, would have finiſhed their courſe at the end of the twenty firſt; and thus at the age of maturity would be prepared for acting their part on the theatre of the world.

If the various ſtages of proficiency throughout the other ſeminaries be attended to, it can be conſidered no objection to this that it is not compleated till ſo late a period. The ſtate college ſhould prepare youth for any profeſſion or buſineſs in life; but the great end of the National Univerſity ſhould be to accommodate ſuch as wiſhed to indulge their literary genius to the greateſt poſſible extent, and who were in ſuch circumſtances as to account no part of their life ſpent more agreeably or to better advantage, than

in receiving the higheſt poſſible improvement in Arts and Sciences.

CONCLUSION.

SHOULD the foregoing outlines of a Plan of National Education be ſuited to the local ſituation or extent of the United States of America, it is preſumed that, under proper patronage and the direction of *a well choſen Literary Board*, it would amply provide for the proper inſtruction of youth in every poſſible circumſtance of life, and alſo for any particular buſineſs or profeſſion. Much however has been here omitted, that might be found neceſſary, in filling up the ſyſtem when reduced to practice.

THE great end and deſign of Education is the improvement of the human mind in virtuous, uſeful and ornamental knowledge; and in the progreſs of a plan of public inſtruction much would occur from time to time to promote that invaluable purpoſe, which without great prolixity could not be introduced in an Eſſay of this nature. Indeed it is only juſt to allow ſuch an ample field for progreſſive improvement, in this reſpect, as it would be illiberal

to have circumſcribed it by any fixed or excluſive practical ſyſtem.

In this view of the ſubject, as well as in many others, appears the great importance of *an incorporated Board of Preſidents of Education.* Their abilities, literary knowledge, extenſive information, and correſpondence with the learned world, would enable them occaſionally to enrich ſuch a plan as the foregoing with whatever might beſt tend to promote its ſucceſs. One great deficiency in education, as conducted in even the moſt enlightened countries, is the want of ſuch a reſpectable body of well qualified guardians as ſhould conſtantly watch over its intereſts and add dignity to it by their virtue and talents. Publick inſtruction has been too much and generally committed to the truſt and direction of thoſe only who were actual tutors; or if placed under the authority of ſome dignified patron, has been generally owing rather to the pecuniary endowments of the opulent dunce, than to qualifications entitled to the higheſt reſpectability of character on account of literary merit.

Let it then be particularly obſerved, that by the introduction of ſuch a learned body for the purpoſes already ſpecified, the foregoing Eſſay is to

lay, in the firſt place, ſome claim to the publick attention, as in that reſpect ſuperior to any ſyſtem of inſtruction known to the writer of this Eſſay. But, in the ſecond place, the *uniformity* of this plan of publick inſtruction would, it is preſumed, contribute highly to its ſucceſs, and, at the ſame time, conduce much both to the improvement and embelliſhment of ſociety. It might alſo, in no ſmall degree, be productive of, not only harmony of ſentiments, unity of taſte and manners, but alſo, the patriotic principles of genuine Federaliſm amongſt the ſcattered and variegated citizens of this extenſive republick.

EVERY perſon tolerably acquainted with the preſent ſtate of Education in this country, and the great obſtruction and diſcouragement ſtudents meet with by not being conſtantly ſupplied with the neceſſary books, and alſo from the various editions of the ſame authors, muſt be diſpoſed to allow that it would be neceſſary to eſtabliſh or encourage a printer in each ſtate for ſupplying the ſeminaries with the proper authors in each ſcience. This regulation, it is preſumed, would in no ſmall degree contribute to the ſucceſs of the plan.

THE youth educated at the puplick expence might alſo, if properly conducted, and diſpoſed of,

tend highly to the intereſts of literature, eſpecially in keeping up a ſupply of proper tutors for all the different departments of the courſe.

Under ſuch a ſyſtem, properly founded and organized, it does not appear that the expence of education would be much greater to the community than it is at preſent, eſpecially as it reſpects the two firſt introductory ſeminaries. On account of truſting to unſettled or itinerant teachers of the firſt rudiments of inſtruction, moſt of the youth fit for the primary ſchool looſe at one time what they gain at another; and, thus, not only miſpend one half of the ſeaſon for inſtruction; but alſo occaſion double expence for the ſame degree of proficiency.

It cannot be properly objected to the preceding plan, that it requires too much time to compleat the ſcientific courſe, while it provides for thoſe of every poſſible circumſtance, profeſſion or view in life. It may ſuit very many of the youth in the community to be ſatisfied with what literary inſtruction they receive in even the primary ſchool, and ſhould it be conducted on the plan ſpecified in the conſideration of that ſeminary, it muſt be ſufficient for all the common concerns, buſineſs, or even happineſs, of life.

The higher ſtages of the ſyſtem, it is preſumed, may be adapted to all the different views or deſigns of the publick, ſo that while an ample field of improvement is held out and provided for the moſt exalted genius or the moſt liberal profeſſions; each ſubordinate degree alſo may be accommodated to its ſatisfaction.

Indeed it is only a ſyſtem of this nature that can be worthy the adoption of an enlightened nation, diſpoſed impartially to provide for the impovement of all its citizens agreeably to their views and circumſtances.

In England, enlightened in literary improvement as they conceive themſelves to be, has it not been owing to ſo much being expended on founding and endowing two pompous Univerſities, without taking care to found proper preparatory ſeminaries connected with them, that a few only have become eminent in ſcience, while the bulk of the community in that country continue to be ſo illiterate.

In every country poſſeſſed of genuine freedom and impreſſed with a juſt ſenſe of its value, nothing can be more worthy of publick attention than an improvement in the means of publick inſtruction.—Wherever ſcientific knowledge is generally cultivated,

there muſt the dignity and rights of man be beſt known and, conſequently, not only moſt highly valued, but alſo beſt ſecured from corruption, and moſt ably maintained and vindicated from encroachment and uſurpation.

But in order to this it is neceſſary that the ſyſtem of education ſhould be generally ſuited to the citizens; that it ſhould comprehend every deſcription of ſituation and circumſtance, uncircumſcribed by partial endowments, local prejudices, or perſonal attachments.

Habits of attention to ſcience are generally fraught with knowledge and virtue. It is impoſſible that the mind which has undergone, from the firſt dawnings of reaſon to maturity, that diſcipline which ſuch a uniform and extenſive ſyſtem of inſtruction would inculcate and require, can have imbibed any ſtrong bias in favour of vice or immorality.

The principles of morals, however, and of publick and private virtue, would not, on the preceeding plan, be left to the mere effect of ſcientific diſcipline. They would require the diligent, foſtering hand of care, as well as all the influence of dignified example. And ſuch, and ſuch, only ſhould be the examples exhibited in the characters and con-

duct of all the various tutors throughout their reſpective ſeminaries, at leaſt in ſuitable proportion to the eminence of their ſituation.

One great deficiency in modern education, it muſt be allowed, is, that as the ſciences have been enlarged and improved, eſpecially ſuch as depend on mathematical knowledge, a proportionable attention to a preparatory introduction by mathematicks has been, too generally, either diſpenſed with altogether, or at beſt inculcated in a very ſuperficial manner.

From this conſideration, ample time has been allowed in every department of this courſe for acquiring a thorough knowledge of mathematical learning in all its various branches. No part of inſtruction ſo much merits public patronage as this, whether we view it as regarding all the uſeful purpoſes, arts and occupations of life; or as elevating the human mind, enlarging the capacity of its powers, and enabling it to extend its ſcientific comprehenſion from the moſt humble to the moſt ſublime and exalted of the works of God.

In the purſuit of literary knowledge ſome may have a genius for mathematicks and the ſciences founded on them, who might diſcover little taſte or abilities for underſtanding the elegancies of claſſical

compoſition, the acquiſition of ancient languages, or enriching their own by their copiouſneſs and dignified beauties. A general or national ſyſtem of inſtruction ought therefore to be well accommodated to every different genius whether claſſical or mathematical; and it is only by being ſo accommodated that it could merit general or publick encouragement. It will be found, however, that there are few who have good natural abilities for one ſpecies of literature, who may not alſo make competent proficiency, to whatever part of it the mind may be directed. All, then, who ſhould be conſidered as liberally educated, ought to be well inſtructed in the mathemetical ſciences. There is, perhaps, no nation of the modern world, that hath yet adopted any uniform ſyſtem of publick patronage for the general diffuſion of this part of education; but its various advantages are perhaps impoſſible to be calculated, could it be generally extended to the greateſt part of the youth in any community.

On an impartial review of the courſe here laid down, it does not appear that any known ſcience, really uſeful or ornamental, or the means of acquiring it, hath been omitted. Should any ſuch omiſſion, however, appear, it ought not to diſ-

credit the plan, the principal object of which hath been, not only the consideration of the publick establishment of the best means of promoting the highest degree of literary improvement; but more especially, its establishment on a general, uniform, national foundation; leaving, in some measure, the practical part to be filled up, as the progressive improvement in the sciences, and in the means of acquiring them may, under proper patronage, encouragement and direction, from time to time, inculcate.

——— quibus hæc, sint qualiacumque,
Arridere velim: doliturus, si placeant spe
Deterius nostra.
Hor.

THE END.

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